

MICIP Portfolio Report

Clintondale Community Schools

Goals Included

Active

- Improve ELA M-Step
-

Buildings Included

Open-Active

- Clintondale Continuing Education Center
 - Clintondale High School
 - Clintondale Middle School
 - Clintondale Virtual Academy
 - McGlennen Elementary
 - Parker Elementary
 - Rainbow Elementary
-

Plan Components Included

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MICIP Portfolio Report

Clintondale Community Schools

Improve ELA M-Step

Status: ACTIVE

Statement: Our goal is to provide after school high dose tutoring and intervention to our most at risk, lowest performing students, in order to improve ELA M-Step scores by 5% by 2025

Created Date: 06/06/2023

Target Completion Date: 06/30/2025

Data Set Name: CCS Achievement Data

Name	Data Source
CCS Suspensions from 9/6/22- October 24, 2022	District Determined
CCS Performance Proficiency By Grade and Subject 2021-2022	MiDataHub
CCS Chronically Absent by Grade 2021-2022	MiDataHub
2021-2022 NWEA Scores	NWEA
CHS Parent Survey 2022	District Determined
CCS 2022-2023 Mid-Year Goals Report	NWEA
2022-2023 CCS Staff Belonging Survey	Google Survey Form
2022-2023 6-12 Student Survey Results	District Determined
Fall 2023 K-11 NWEA Data	NWEA
Grades 3-8 Assessments: Proficiency	MI School Data

Data Story Name: 23g MI Kids Back on Track Plan-

- Initial Data Analysis:**
1. Our free and reduced lunch percentages correlate to lower test scores K-12. Those with higher poverty rates, have lower scores overall.
 2. In analyzing reading scores, on average, students in grades K-8 are well below grade level norms. While we have seen gains in the Fall of 2023 NWEA and Spring 2023 M-Step scores, the data shows that our students need intense intervention to bridge the achievement gap.

3. Students in Kindergarten have the highest average of absenteeism district wide in CCS; while McGlennen has the highest absenteeism rate district wide. Rainbow Elementary has the lowest average rate of chronic absenteeism and its academic scores are higher than other buildings. Here, again, is a correlation between attendance and academic achievement.

4. This is a running record of all CCS suspensions in Powerschool as of 10/24/22. September suspensions totaled 28 6-12 and 1 suspension in the elementary. October suspensions totaled 23 6-12 and 1 in the elementary.

5. The NWEA scores K-11 identify all demographic information for each subgroup.

6. Clintondale Continuing Education Center was identified as a CSI school for having a 4-year graduation rate of 32.94% which is below the threshold of 67%.

Initial Initiative Inventory and Analysis: Prior to the Fall of 2023, K-5 ELA curriculum employed a balanced literacy approach for teaching reading. However, research conducted over the past two decades has demonstrated that a curriculum based on the Science of Reading (SOR) is significantly more effective in terms of improving reading achievement. As a result, the ELA committee in Clintondale made the decision to adopt Amplify's Core Knowledge Language Arts (CKLA) curriculum during the 2022-2023 academic year. This curriculum exclusively employs SOR methodologies. The SOR has simplified reading instruction down to word recognition, combined with language comprehension resulting in reading comprehension.

What we now know is that students' can listen and comprehend at a higher level than they can read. Listening, which is a main component of the SOR, will improve students' language skills and decoding skills.

When analyzing our MSTEP scores, non-proficient students could read words, but didn't know what many meant, resulting in partial proficiency. We weren't teaching students to decode words in a balanced literacy curriculum, many students couldn't read challenging words, but if they could decode challenging words, they can decipher difficult words as the average student has oral language skills two grade levels above their reading level.

With chronic absenteeism being a persistent issue, CCS has adopted a K-5 SEL curriculum this year called the Positivity Project to engage students and encourage them to want to be in school. At the secondary level, we've adopted Positive U. We have surveyed our 6-12 staff and students to indicate our secondary students feelings of belonging and the staff's ability to recognize best practices. We have additionally surveyed our elementary students to indicate their feelings of belonging as well.

The Clintondale Continuing Education Center examined causes of low graduation rates and found that there was a need to improve the school climate and culture, as well as include a stronger focus on social and emotional learning in the building and across the district.

Creating a safe, positive, and engaging learning environment will help to increase attendance and graduation rates.

Gap Analysis: Our current understanding highlights that students have a greater capacity to listen and comprehend at a higher level than their ability to read. Listening, a fundamental aspect of the Science of Reading (SOR), plays a pivotal role in enhancing students' language and decoding skills.

Upon scrutinizing our MSTEP scores, it became evident that non-proficient students could

decipher words but often lacked the understanding of their meanings, resulting in partial proficiency. It was apparent that in our balanced literacy curriculum, we were not adequately instructing students in word decoding. As a consequence, many students faced challenges when it came to reading complex words. However, if they were proficient in decoding intricate words, they could effectively decipher difficult vocabulary, as the average student possesses oral language skills that are typically two grade levels ahead of their reading level.

The above being said, we have huge reading achievement gaps. CCS desires that all of our students obtain proficiency on the ELA M-Step. To lessen the gap, we must not only improve our Tier I reading instruction, but provide high dose tutoring and reading intervention with specialized instruction targeted to address skill deficits.

Student learning is significantly hindered when they are absent from school. When examining the chronic absenteeism rate within the district, we have identified a strong connection between academic achievement and attendance. To address this issue, it is imperative that we enhance Tier I instruction to better engage students. As part of our efforts, our secondary staff has/will be actively participating in five full days of Kagan Workshops aimed at elevating Tier I instruction.

Furthermore, we have taken additional steps by adopting two Social Emotional programs that span from kindergarten to 12th grade, which are strongly endorsed by CCS. These initiatives signify our commitment to addressing the challenges related to student attendance and achievement.

District Data Story Summary: CCS has a huge opportunity for reading achievement growth through improved Tier I instruction focused on the SOR. Additionally, by adding small group intervention and high dose after school tutoring in grades 1-5, our lowest achieving students will grow exponentially with Tier II and III support. Our new MTSS model uses data to plan for instruction at Tier I, II and III, again, through improved Tier I instruction, quality professional development on the SOR, small group instruction focused on skill deficits and frequent, after school tutoring that will address skill gaps.

CCS also needs to work on improving attendance, engagement and students feeling of belonging so that students consequently want to be at school learning at the highest levels. As mentioned above, the diverse needs of all students including our most at risk students needs will be addressed through the above mentioned strategies

Having previously employed attendance coordinators to follow up on truancy and trend tracking, we found that overall attendance had not improved in the two years that we had attendance coordinators. In fact, it had gotten worse. As a result, we provided professional development throughout the 22-23 school year to push out our social emotional programs to increase our students sense of belonging and engagement levels.

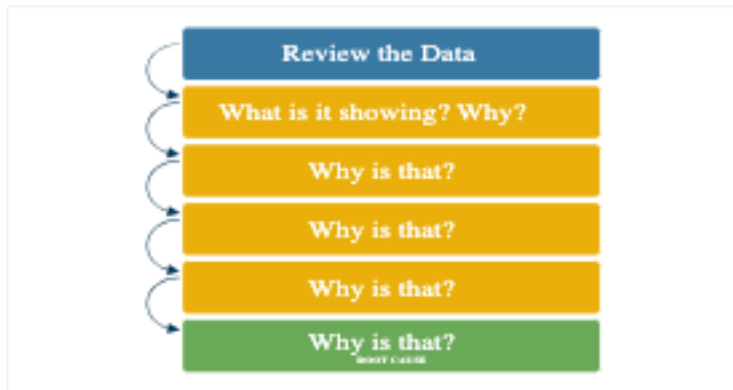
In the summer of 2023, staff in grades 6-12 went through Kagan training. Kagan training is designed to promote cooperation and communication in the classroom, boost students' confidence, and retain their interest in classroom interaction. CCS is hopeful that these added teacher toolbox strategies will engage our secondary students, improve each one's sense of belonging, increase attendance and academic achievement.

There is a braiding of funding across the various programs. Funding for the above initiatives comes from Title I and II, 31A, 35a and hopefully 23g! The greatest amount of funding is being applied to students with the greatest academic and emotional needs.

All students K-11 take the NWEA reading test in the Fall and Spring of each school year. Classroom teachers use this data to teach missing skills and to form skill groups of 4-6 students who need Tier I intervention. Students in grades K-5 also have Dibels and TRC (comprehension) screening to determine which students need IRIPS, and who needs intervention and high dose tutoring. Progress monitoring ensues. At the end of this period, teachers reassess students to determine growth and next instructional steps.

Analysis:

Root Cause



Five Whys

- Why: Clintondale's reading scores have significantly dropped since 2019-2020 when the Covid Pandemic hit. Clintondale students K-12 test 2-3 levels behind state and national norms. There is a correlation between the district's 89% economic disadvantage and lower test scores. Families living in poverty have higher rates of absenteeism and 42% of Clintondale students were chronically absent in 2021-2022. Clintondale students need high dose tutoring, in addition to expanded learning time via reading intervention to get our students back on track.

Challenge Statement: Clintondale Community Schools needs to allocate resources to fund high dose after school tutoring and expand reading intervention (expanded learning time) at Robbie Hall Parker, Rainbow and McGlennen Elementary Schools.

Strategies:

(1/4): MTSS - PBIS (Behavior)

Owner: Heather Halpin

Start Date: 06/06/2023

Due Date: 06/30/2025

Summary: The behavior components of a Multi-Tiered System of Supports (PBIS) is a three-tiered framework that integrates data, systems and practices to improve outcomes. The data, systems and practices necessary to implement the behavior components of MTSS are defined by the PBIS Tiered Fidelity Inventory and aligned to MDE's five essential components of MTSS.

Buildings

- Clintondale Continuing Education Center
- Clintondale High School
- Clintondale Middle School
- McGlennen Elementary
- Parker Elementary
- Rainbow Elementary

Total Budget: \$112,000.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method	Audience
• School Board Meeting	• Community-at-Large
• Email Campaign	• Educators
• Presentations	• Staff
• District Website Update	• School Board
• Parent Newsletter	• Parents
• Social Media	

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Fully implement the Positivity Project to improve social emotional intelligence of K-5 students.	Heather Halpin	06/06/2023	06/30/2025	ONTARGET
Activity Buildings:				
<ul style="list-style-type: none"> • McGlennen Elementary • Parker Elementary • Rainbow Elementary 				
Fully implement the Positive You Social Emotional	Heather Halpin	06/06/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Program to improve students' sense of belonging at the secondary level.				
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Clintondale High School • Clintondale Middle School 				
Introduce Branching Minds MTSS program to triangulate student data; enabling staff to support students social emotional learning.	Heather Halpin	06/06/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Clintondale High School • Clintondale Middle School • McGlennen Elementary • Parker Elementary • Rainbow Elementary 				
Kagan Win-Win Discipline Professional Development	Heather Halpin	08/30/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Clintondale Continuing Education Center • Clintondale High School • Clintondale Middle School 				
Chief Academic Officer, Heather Halpin, oversees SEL in all Clintondale Community Schools	Heather Halpin	06/06/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/4): MTSS - Literacy (Reading)

Owner: Heather Halpin

Start Date: 10/24/2023

Due Date: 06/30/2025

Summary: The reading components of a Multi-Tiered System of Supports includes systems to address the continuum of reading needs across the student body, evidence-based practices focused on the Big Ideas of Reading designed to improve reading outcomes for all students, and data use and analysis. These components are further defined in the Reading Tiered Fidelity Inventory, Elementary-Level Edition and Secondary Level Edition and aligned to MDE's five essential components of MTSS.

Buildings

- Clintondale Continuing Education Center
- Clintondale High School
- Clintondale Middle School
- McGlennen Elementary
- Parker Elementary
- Rainbow Elementary

Total Budget: \$600,000.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- ISD Reimbursement (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

- | | |
|---|--|
| <p>Method</p> <ul style="list-style-type: none"> • School Board Meeting • Email Campaign • Presentations • District Website Update • Social Media | <p>Audience</p> <ul style="list-style-type: none"> • Community-at-Large • Educators • Staff • School Board • Parents |
|---|--|

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Literacy Intervention Plan monitored by Heather Halpin, Chief Academic Officer	Heather Halpin	10/24/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
High Dose Tutoring for students in grades 1-5	Heather Halpin	10/24/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i>				

Activity	Owner	Start Date	Due Date	Status
<ul style="list-style-type: none"> McGlennen Elementary Parker Elementary Rainbow Elementary 				
After school tutoring at Clintondale High School	Heather Halpin	10/24/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Clintondale High School 				
Science of Reading Intervention for the lowest 30% of students in each elementary by LETRS trained teachers	Heather Halpin	10/24/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> McGlennen Elementary Parker Elementary Rainbow Elementary 				
Virtual After School tutoring for the Clintondale Continuing Education Center	Heather Halpin	10/24/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Clintondale Continuing Education Center 				
Lexia Power Up Digital Intervention	Heather Halpin	10/24/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Clintondale High School Clintondale Middle School 				
Lexia Core5 Digital Intervention	Heather Halpin	10/24/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> McGlennen Elementary Parker Elementary Rainbow Elementary 				
Heather Halpin oversees the entire MTSS Literacy Plan in Clintondale Community Schools	Heather Halpin	10/24/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/4): 23g Expanded Learning Time

Owner: Heather Halpin

Start Date: 10/30/2023

Due Date: 06/30/2025

Summary: EdTrust defines expanded learning time (ELT) as programs or strategies implemented to increase the amount of instruction and learning students experience. ELT strategies include afterschool, summer, and in-school programs. The evidence suggests that extended learning time programs, including extended school day (ESD), extended school year (ESY), and expanded learning opportunities (ELO) programs that provide academic services during out-of-school time hours, can be effective in improving a range of educational outcomes for students. Findings also suggest that extended learning time programs may be more advantageous for low-income, low-performing, ethnic minority or otherwise disadvantaged students.

Buildings

- Parker Elementary

Total Budget: \$300,000.00

- Title I Part A (Federal Funds)
- Other State Funds (State Funds)

Communication:

Method

- MI School Data
- School Board Meeting
- Email Campaign
- Presentations
- District Website Update
- Local Newspaper
- Social Media

Audience

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Hire an additional interventionist at Parker Elementary to train and oversee instructional assistants	Heather Halpin	10/30/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Chief Academic Officer, Heather Halpin, will oversee Expanded Learning Time Intervention Plan	Heather Halpin	10/30/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(4/4): 23g Tutoring

Owner: Heather Halpin

Start Date: 10/30/2023

Due Date: 06/30/2025

Summary: Tutoring, defined as supplemental one-on-one or small group instruction, can be a powerful tool for accelerated learning. Tutoring is an effective intervention because tutoring:

- customizes learning to target a student’s immediate learning needs.
- provides additional instructional time by aligning the tutoring activities to current classroom activities.
- offers more engagement, rapid feedback, and less distractions in one-on-one and small group environments.
- creates meaningful mentor relationships.

Buildings

- McGlennen Elementary
- Parker Elementary
- Rainbow Elementary

Total Budget: \$200,000.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- Email Campaign
- Presentations
- District Website Update
- Parent Newsletter
- Social Media

Audience

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
High Dose After School Tutoring for the 30% lowest achieving students in each elementary	Heather Halpin	10/30/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Train High Dose Tutoring Teachers at the MISD	Heather Halpin	10/30/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Chief Academic Officer, Heather Halpin, will oversee the High Dose Tutoring Plan	Heather Halpin	10/30/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Decrease by 2% for CCS Chronically Absent by Grade 2021-2022		06/27/2024	ONTARGET
Decrease by 2% for Grades 3-8 Assessments: Proficiency		06/30/2024	ONTARGET

Impact Notes

Date	Note	Author
10/24/2023	District wide reading growth in NWEA scores resulted when comparing the district wide Fall 2022 to Fall 2023 scores. Our ELA M-Step scores have also improved from the Spring of 2022.	Heather Halpin

Adjust Notes

Date	Note	Author
10/31/2023	My End Target Measures are written wrong. I'd like to decrease chronic absenteeism by 2% and increase M-Step Scores by 5%. I'm not sure how to change this.	Heather Halpin

Activity Status:

MTSS - PBIS (Behavior) Activities

Activity	Owner	Start Date	Due Date	Status
Fully implement the Positivity Project to improve social emotional intelligence of K-5 students.	Heather Halpin	06/06/2023	06/30/2025	ONTARGET
Fully implement the Positive You Social Emotional Program to improve students' sense of belonging at the secondary level.	Heather Halpin	06/06/2023	06/30/2025	ONTARGET
Introduce Branching Minds	Heather	06/06/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
MTSS program to triangulate student data; enabling staff to support students social emotional learning.	Halpin			
Kagan Win-Win Discipline Professional Development	Heather Halpin	08/30/2023	06/30/2025	ONTARGET
Chief Academic Officer, Heather Halpin, oversees SEL in all Clintondale Community Schools	Heather Halpin	06/06/2023	06/30/2025	ONTARGET

MTSS - Literacy (Reading) Activities

Activity	Owner	Start Date	Due Date	Status
Literacy Intervention Plan monitored by Heather Halpin, Chief Academic Officer	Heather Halpin	10/24/2023	06/30/2025	ONTARGET
High Dose Tutoring for students in grades 1-5	Heather Halpin	10/24/2023	06/30/2025	ONTARGET
After school tutoring at Clintondale High School	Heather Halpin	10/24/2023	06/30/2025	ONTARGET
Science of Reading Intervention for the lowest 30% of students in each elementary by LETRS trained teachers	Heather Halpin	10/24/2023	06/30/2025	ONTARGET
Virtual After School tutoring for the Clintondale Continuing Education Center	Heather Halpin	10/24/2023	06/30/2025	ONTARGET
Lexia Power Up Digital Intervention	Heather Halpin	10/24/2023	06/30/2025	ONTARGET
Lexia Core5 Digital Intervention	Heather Halpin	10/24/2023	06/30/2025	ONTARGET
Heather Halpin oversees the entire MTSS Literacy Plan in Clintondale Community Schools	Heather Halpin	10/24/2023	06/30/2025	ONTARGET

23g Expanded Learning Time Activities

Activity	Owner	Start Date	Due Date	Status
Hire an additional interventionist at Parker Elementary to train and oversee instructional assistants	Heather Halpin	10/30/2023	06/30/2025	ONTARGET
Chief Academic Officer, Heather Halpin, will oversee Expanded Learning Time Intervention Plan	Heather Halpin	10/30/2023	06/30/2025	ONTARGET

23g Tutoring Activities

Activity	Owner	Start Date	Due Date	Status
High Dose After School Tutoring for the 30% lowest achieving students in each elementary	Heather Halpin	10/30/2023	06/30/2025	ONTARGET
Train High Dose Tutoring Teachers at the MISD	Heather Halpin	10/30/2023	06/30/2025	ONTARGET
Chief Academic Officer, Heather Halpin, will oversee the High Dose Tutoring Plan	Heather Halpin	10/30/2023	06/30/2025	ONTARGET

Monitoring Notes

Monitoring Notes: 23g Expanded Learning Time

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
10/31/2023	Contingent on funding, we are planning to employ a reading interventionist who will train instructional assistants to work on deficit target skills in grades K-3.	Heather Halpin

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?

Date	Note	Author
10/31/2023	Using the data, we will focus on the lowest performing 30% of students at Parker Elementary school as this subgroup has the greatest need in the district.	Heather Halpin

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Monitoring Notes: 23g Tutoring

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
10/30/2023	All of our elementary tutors have been identified and are being trained in high dose reading intervention tutoring at the MISD. After school tutoring is set to begin on 11/6/23.	Heather Halpin

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?

Date	Note	Author
10/30/2023	Reading interventionists have used NWEA reading scores combined with Dibels, TRC comprehension scores to create after school high dose tutoring groups for all 3 elementary schools.	Heather Halpin

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
10/30/2023	We can only offer tutoring to our students at most risk given that we only have 11 after school high dose tutoring staff to work with students.	Heather Halpin

Monitoring Notes: MTSS - Literacy (Reading)

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
10/31/2023	Taking a whole child approach at improving reading achievement, Clintondale has set up reading intervention in each elementary school. Students in the lowest 30% are receiving Tier II and III intervention. Additionally, we are offering after school high dose tutoring to our most at risk population.	Heather Halpin

Scale / Reach - What progress are we making on reaching the intended populations?

What is the evidence?

Date	Note	Author
10/31/2023	Clintondale's Reading NWEA scores did improve from the Fall of 2022 to the Fall of 2023. With the implementation of our new ELA curriculum, focused on the Science of Reading, we are hopeful for significant gains in the coming year.	Heather Halpin

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Monitoring Notes: MTSS - PBIS (Behavior)

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
10/30/2023	By implementing quality SEL programs at all levels and Kagan professional development to the secondary level, our students will feel a sense of belonging and want to be at school. Engagement is a key component of the Kagan program. Research shows that students who are engaged have better attendance than non engaged students. The evidence will be less students being chronically absent. Additionally, academic achievement will improve.	Heather Halpin

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?

Date	Note	Author
10/31/2023	All staff and students have completed SEL surveys, focusing on one's sense of belonging. Our staff are comparing student responses to their actual practices to ensure fidelity of the SEL program initiatives.	Heather Halpin

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Decrease by 5% for Grades 3-8 Assessments: Proficiency	06/30/2025	ONTARGET

Evaluate Goal: Impact Questions and Responses

Fidelity - How well did we engage in our plan as intended?

No Data Available

Scale/Reach - How well did we reach the intended target population?

No Data Available

Capacity - How well did we support progress towards our goal?

No Data Available

Impact - How did student outcomes improve?

No Data Available