

MICIP Portfolio Report

Insight School of Michigan

Goals Included

Active

- Increasing and Sustaining Momentum Towards Graduat...
-

Buildings Included

Open-Active

- Insight School of Michigan
-

Plan Components Included

Goal Summary

Data

 Data Set

 Data Story

Analysis

 Root Cause

 Challenge Statement

Strategy

 Summary

 Implementation Plan

 Buildings

 Funding

 Communication

 Activities

 Activity Text

 Activity Buildings

Monitoring & Adjusting

 Activity Status

 Monitoring Notes by Strategy

 Note Text

 Evidence

 Impact Notes

 Interim Target Measures

 Adjustment Notes

Evaluation Status

 End Target Measures

 Impact Questions & Responses

 Responses

 Evidence

MICIP Portfolio Report

Insight School of Michigan

Increasing and Sustaining Momentum Towards Graduat...

Status: ACTIVE

Statement: ISMI will develop a learning environment and whole-child supports that engage and motivate students as they simultaneously complete their secondary experience while connecting to post-graduation opportunities.

Created Date: 06/21/2021

Target Completion Date: 06/30/2026

Data Set Name: School Index and Impacting Factors

Name	Data Source
School Index: School Index Growth	MI School Data
School Index: School Index Proficiency	MI School Data
Student Counts: Grad/Dropout Rate	MI School Data
Student Counts: Attendance	MI School Data
Engagement (CC)	District Determined
Engagement (Online & Offline Time)	District Determined
Credits	District Determined

Data Story Name: School Index and Impacting Factors

Initial Data Analysis: Insight has a graduation rate that is below the state threshold. Students that identify as black, white, or socioeconomically disadvantaged, which are most of Insight's students, being at or below the bottom 25% in various School Index subcomponents. In local data, students are demonstrating a decrease in attendance and engagement rates. While students are demonstrating growth, that growth is not substantial enough to reach proficiency. This can also be seen in the course pass/fail rates as the average failure rate is nearly one-quarter in some content areas.

Initial Initiative Inventory and Analysis: Based on the initial initiative inventory, many practices or programs should continue as they are meeting a need. Some programs (15 minute tag, traditional course sequencing) may need to be de-implemented to better serve students. Others, need improvement or adjustment to better serve all students equitably, such as, interventions or supports, engagement and attendance practices, and staff development, instructional coaching in 1-1 and small groups for teachers, and onboarding. Many initiatives are functioning as intended such as development of the Playbook, determining pathways to supporting students to graduation (credit recovery and personal curriculum), and fostering a safe learning community (SEL curriculum, relationships, new student onboarding). The team also identified several programs or practices that were

functioning as intended but might be even more impactful if enhanced such as data routines and instruction as an outcome of those findings, instructional coaching systems and routines, and summer school.

(Initiative Inventory: https://docs.google.com/spreadsheets/d/1dJxoLJywusZj84a_QCkGOSLflJhLii_3CJ778q3x4aY/edit#gid=209057338)

Gap Analysis: Insight's desired future is to develop a system where, "All students will feel connected with their school community and participate actively in the learning process which will lead to improved attendance, engagement, and growth so that students can successfully demonstrate the necessary skills needed for their postsecondary plans." Insight prides itself on supporting previously disenfranchised and historically marginalized students that are credit deficient, often attempting virtual schooling as a last resort to obtaining their diploma. Insight has made gains in enhancing systems and structures to support students and staff in the virtual setting. The administration team and their transparency are an asset to moving processes and systems forward. While some current initiatives need to be reviewed for adjustments to improving student engagement, attendance, and growth, many are achieving the intended results. Despite best efforts and intentions, there is a lack of student engagement, attendance and growth that is impacting the ability of students to either reach graduation requirements and/or have the skills or abilities needed in their post-secondary plan.

Insight serves non-traditional students age 16 to 22 who cannot always attend during traditional school hours. Expanded learning time through additional learning opportunities outside of the school day with certified teachers would help students remain or get back on track for graduation. In the future, our team hopes that students who are at-risk of falling behind or failing will show academic progress by attending additional learning opportunities to receive explicit instructional support with certified teachers.

District Data Story Summary: Students enrolled at Insight are often at risk and credit deficient. This is likely a contributing factor to the graduation rate falling below the state threshold. It is also likely an underlying causal factor for why white, black, and economically disadvantaged students are falling below the state threshold in the subcategories: graduation rate, growth, proficiency, school quality and student success, and assessment participation. Insight has immense strengths within their team due to the transparent and visible leaders that have intentionally sought out educators that have taken alternative pathways to the classroom. The team has a strong growth minded culture seeped in data routines and data informed instruction.

Educators have developed a virtual learning community that centers on connectedness through relationships, social emotional learning, and new student onboarding practices. Insight has streamlined process and increased intentionality around services and supports for students. Impact of implementation is an area of growth as implementation data is not currently identified and used to improve programmatic shifts.

Insight is finding that students are not engaged or participating in the learning community which is impacting their growth and path towards graduation. The team has opportunities to enhance their communication plans and protocols. The team also has several initiatives that are not meeting the needs of students based on qualitative data while other initiatives can be enhanced to meet the needs of more students.

The Insight team completed a Resource Allocation Review (RAR) and found that they have maximized funding and leveraged assets for students to positively impact the graduation rate during typical school hours but must address the needs of those students needing support after school hours. The unique student demographic composition of students at Insight School of Michigan, an alternative high school, cyber school, necessitates building relationships with students, Social Emotional Learning (SEL) supports, and individualized learning plans inclusive of non-traditional time tables for engaging in learning activities were identified as specific strategies to ensure equity for all students and personalize the program for each student, based on their particular set of circumstances. A new focus on equity for students needing support after normal school hours was identified through the RAR process. Based on a review of the data through the RAR, resources have been specifically allocated to support professional development with teachers focused on co-teaching, engagement, and standards alignment within courses, SEL supports including curriculum and staff, as well as student support personal to who are devoted to working with students to individualize pathways toward graduation and improve attendance, during evening hours. As a result of the RAR, a reallocation of resources to restructure and expand the school day to align with the needs of our students will provide stipends to teachers for live instruction and tutoring during evening hours when ISMI students are available and able to engage with the curriculum. These initiatives, as outlined in our MICIP, are researched to have a positive impact on student academic success, thus impacting ISMI's overall graduation rate.

Insight serves non-traditional students 16 to 22 who cannot always attend during traditional school hours. These students are often identified as over-age, under-credit. We hope to support these students by offering expanded learning time through additional learning opportunities outside of the school day with certified teachers for students, including students experiencing homelessness and/or other risk factors. These additional extended learning opportunities are needed to help students who are parenting or pregnant, working to support themselves and their families, experiencing homelessness, off-cohort, and/or experiencing physical or mental health challenges that impede their ability to fully engage during the traditional school day. These additional learning opportunities would also be impactful to close the 4-year cohort graduation rate gap.

Analysis:

Root Cause



Summary of Root Cause Analysis:

The Insight team used the Causal Theory Analysis tool to identify root causes within the categories of leadership, organization, communication, collaboration, capacity, and products. The team identified that traditional success measures are a barrier to identifying what works within their context, online non-traditional programming. The online learning community also causes barriers to collaboration and communication across functions and roles within the current system and structures. There are not clear communication mechanisms to share whole child data with staff. Another need would be more robust teaming structures to discuss specific student EWIMS data. Instructionally there are needs to have increased time, calibration, collaboration, and professional learning to set up educators to be able to integrate into the instruction, engagement, and support of students. There is not time for educators to collaborate on the standards across disciplines to support 3E's or UDL. Due to the unique make up of Insight's student body, there is a need to coach and support some educators on synchronous and asynchronous high leverage instructional strategies. Traditional family engagement strategies are a need as at Insight, there is a need to support the "supportive adult" with strategies for proactively advocating for their student.

Supporting Documents

Document Name	Document Summary	Upload Date
ISMI Causal Theory Analysis	ISMI Causal Theory Analysis Narrative Statement Focus: Insight students have low attendance and engagement as well as low growth and proficiency.	06/22/2023

Challenge Statement: If we meet the needs of the whole child by enhancing connection and relationships with students and support systems while also enhancing curricular supports to ensure relevance and opportunity then students will have an increased readiness to be advocates and champions for their own learning.

Strategies:

(1/5): Building Trusting Relationships

Owner: Teresa Boardman

Start Date: 08/03/2021

Due Date: 06/30/2026

Summary: "

Relationships of trust and respect between home, school, and community create the conditions for family engagement to flourish, thereby promoting improved outcomes for all learners (U.S. Department of Education, 2010 and Patrikakou, E. N., Weissberg, R. P., Redding, S. & Walberg, H. J., 2005). Efforts to engage families and community members must focus on developing trust, which in turn help partners view one another as equal partners and create the conditions for respectful relationships and partnerships (Henderson & Mapp, 2010). Developing trusting relationships requires two-way engagement to discuss and understand social norms and cultural capacities that can inform social institutions and families. Research demonstrates the role trust plays in families’ ability to advocate for their students, as it is essential for families to feel comfortable interacting with school staff. To foster strong relationships with families, schools can look at families through a strength-based lens (Casper, Lopez, Chu, & Weiss, 2011). By working to capitalize on the strengths of families, schools can build the capacity of families to effectively support their child’s education at home and in the community. Taking steps to establish these relationships and foster family engagement is critically important as research has shown that levels of family engagement are strongly predictive of students’ long term, academic success (Mapp, 2018). To facilitate respect between educators and families, professionals must be aware of how their verbal, non-verbal skills and their intentional actions to form relationships with families. To support trusting relationships, it is important to establish policies and procedures to promote family engagement. Have adequate and welcoming spaces to engage families. Help support families and their basic needs. Connect families to each other, to the program/support staff and to other community institutions. Be intentional about hiring all staff and training them to promote effective staff-family interactions.

Buildings: All Active Buildings

Total Budget: \$20,000.00

- Other Federal Funds (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method	Audience
<ul style="list-style-type: none"> • School Board Meeting • Presentations • Parent Newsletter 	<ul style="list-style-type: none"> • Educators • Staff • School Board • Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
7 Mindset Curriculum	Teresa Boardman	08/03/2021	06/30/2023	COMPLETE
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
SEL focus training	Teresa Boardman	01/04/2022	06/30/2023	COMPLETE
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Standards Based Teaching/Learning	Teresa Boardman	08/03/2021	06/30/2023	COMPLETE
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Strategic onboarding and connections with mid-year start students	Mary Kimball	08/03/2021	06/30/2026	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
School social work support for all students, including students experiencing homelessness	Teresa Boardman	08/03/2021	06/30/2026	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Chelsea Chambers, Educational Systems Consultant at Eaton Regional Educational Service Agency will support Insight's implementation of this strategy	Teresa Boardman	08/03/2021	06/30/2026	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Student and parent/family surveys will be sent quarterly starting in Dec 2023 to gather perception data and input on LEA plans, including use of	Mary Kimball	12/01/2021	06/30/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
funds to provide additional academic assistance to students at risk of falling behind their peers				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Expanded learning time through additional learning opportunities outside of the school day with certified teachers to provide additional academic assistance to students at risk of falling behind their peers, including students experiencing homelessness and/or other risk factors	Pieter Hoekstra	08/03/2021	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Student Support Team holistic and proactive approach to supporting students, including advisors, school counselors, school social worker	Mary Kimball	08/03/2021	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Training and ongoing professional learning for all staff on working with at-risk students	Pieter Hoekstra	08/03/2021	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/5): Dropout Prevention-Engage students by offering curricula and programs that connect schoolwork with college and career success

Owner: Teresa Boardman

Start Date: 06/21/2023

Due Date: 06/30/2026

Summary: Students are engaged in school when they are interested in their classes and see them as important to their future, and when they feel they belong in school. Engaged students have good attendance, come to class prepared, and are able to navigate daily challenges in and out of school.⁸⁷ These behaviors, in turn, improve course pass rates and help students establish positive relationships with teachers and peers, reinforcing students’ sense of belonging in school.⁸⁸

Buildings: All Active Buildings

Total Budget: \$20,000.00

- Other Federal Funds (Federal Funds)
- Sec. 41 Bilingual Education Grant (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title III Part A, English Learners (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)
- Other Local Funds (Other)
- At Risk (31-A) (State Funds)

Communication:

- | Method | Audience |
|------------------------|----------------|
| • School Board Meeting | • Educators |
| • Presentations | • Staff |
| • Parent Newsletter | • School Board |
| • Social Media | • Parents |

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Professional development for instructional staff for implementation of connection activities	Teresa Boardman	06/21/2023	06/30/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Professional development of student support staff for incorporation of connection activities/ strategies, including full-time Instructional Coach	Teresa Boardman	06/21/2023	06/30/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
to work with teachers in small groups and 1-1 meetings monthly and as needed				
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Impact analysis on DEI	Teresa Boardman	06/21/2023	06/30/2026	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Include progress monitoring in bi-weekly Data-Driven Instructional meetings with teachers and principal. Protocols to include identifying students in need of additional academic assistance due to being at risk of falling behind their peers	Pieter Hoekstra	06/21/2023	06/30/2026	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Adjust curriculum to align course content with connection activities	Teresa Boardman	06/21/2023	06/30/2026	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Update (or create) protocols for data analysis, sharing, and reflecting on the data to create action steps	Teresa Boardman	06/21/2023	10/31/2023	COMPLETE
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Chelsea Chambers, Educational Systems Consultant at Eaton Regional Educational Service Agency will support Insight's	Teresa Boardman	06/21/2023	06/30/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
implementation of this strategy				
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Quarterly Instructional Meetings focusing on Data, Actions, and Outcomes for all teachers facilitated by Data Coach, Curriculum Coordinator, Instructional Coach, and Principal	Sandra Ringle	09/09/2023	06/30/2026	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Summer school offered to all students, including students experiencing homelessness. Summer school courses taught by certified teachers stipended to work during contracted summer vacation.	Pieter Hoekstra	06/21/2023	06/30/2026	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
EL Programming, including EL teacher working with students identified for support following Language Acquisition Plan. Annual program evaluation	Sandra Ringle	06/21/2023	06/30/2026	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Interventionist teachers working with students identified for Title I intervention, including students in credit recovery courses, and including students	Pieter Hoekstra	06/21/2023	06/30/2026	ONTARGET

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

(3/5): Essential Practices for Disciplinary Literacy Instruction in Secondary Classrooms

Owner: Teresa Boardman

Start Date: 06/21/2023

Due Date: 06/30/2026

Summary: A collaboration between researchers at the University of Michigan and the Disciplinary Literacy Task Force, a subcommittee of the MAISA GELN, the Essential Practices for Disciplinary Literacy Instruction in the Secondary Classroom identify research-supported instructional practices that have been shown to increase student achievement and/or engagement with academic literacies.

Buildings: All Active Buildings

Total Budget: \$20,000.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)
- Other Local Funds (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 • Presentations • Parent Newsletter • Social Media | <p>Audience</p> <ul style="list-style-type: none"> • Educators • Staff • School Board • Parents |
|--|---|

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
PD on DEI followed by ongoing coaching and support	Teresa Boardman	06/21/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Determine essential areas of focus	Teresa Boardman	06/21/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Include progress monitoring in DDI protocols, including monitoring compliance	Teresa Boardman	06/21/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Update (or create) protocols for data analysis, sharing, and reflecting on the data to create action steps	Teresa Boardman	06/21/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Introductory PD on Disciplinary Literacy Essentials	Teresa Boardman	06/21/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Resource mapping	Teresa Boardman	06/21/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Initial School Wide Screener Analysis	Teresa Boardman	06/21/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Quarterly review and assessment of data of racially, ethnically, culturally, and linguistically specific populations currently in our student population. Review data to identify students at-risk of falling behind their peers and create action plans to support their academic achievement.	Teresa Boardman	06/21/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
PD on DL Essentials by ongoing coaching and support	Teresa Boardman	06/21/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Chelsea Chambers, Educational Systems Consultant at Eaton Regional Educational Service Agency will support Insight's implementation of this strategy	Teresa Boardman	06/21/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Identify students at-risk of falling behind peers and/or needing additional supports, including MKV, Foster Care, English Learners, Military, Migrant, Newcomer, Students with IEPs, and/or other potential barriers to academic success. "Child Find" Team to monitor monthly and meet quarterly to review data, actions, and outcomes	Mary Kimball	09/19/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(4/5): MTSS Framework (General)

Owner: Teresa Boardman

Start Date: 06/21/2023

Due Date: 06/30/2026

Summary: "A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels. MTSS intentionally interconnects the education, health, and human service systems in support of learners, schools, centers, and community outcomes. The five essential components of MTSS are inter-related and complementary. Implementation of the essential components as intended provides educational settings with a framework to organize the strategies and processes needed to support successful learner outcomes. The five essential components include the following: Team-Based Leadership; Tiered Delivery System; Selection and Implementation of Instruction, Interventions and Supports; Comprehensive Screening & Assessment System; Continuous Data-Based Decision Making."

Buildings: All Active Buildings

Total Budget: \$20,000.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)
- ISD Reimbursement (Other)
- Other Local Funds (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 • Presentations • District Website Update • Parent Newsletter • Social Media | <p>Audience</p> <ul style="list-style-type: none"> • Educators • Staff • School Board • Parents |
|--|--|

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Analyze data of co-teaching teams	Teresa Boardman	06/21/2023	06/30/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Analyze data of students in co-taught classes	Teresa Boardman	06/21/2023	06/30/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional development of student support staff for incorporation of connection activities/ strategies, including full-time Instructional Coach to work with teachers in small groups and 1-1 meetings monthly and as needed.	Teresa Boardman	06/21/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Include progress monitoring in DDI protocols, including monitoring compliance	Teresa Boardman	06/21/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Update (or create) protocols for data analysis, sharing, and reflecting on the data to create action steps	Teresa Boardman	06/21/2023	10/31/2023	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Create RACI charts and accountability plans for Roles and Responsibilities for owning all components	Teresa Boardman	06/21/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Co-teaching	Teresa Boardman	06/21/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Monthly review of tiered supports for student behaviors for students at-	Mary Kimball	09/06/2023	06/30/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
risk of dropping out and/or falling behind their peers to improve attendance and engagement in order to foster academic achievement.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Collaboration with MTSS Professional Learning from Eaton RESA. MICIP Team to meet with ERESA quarterly, including guidance by Dawn Miller on implementing MTSS with equity	Mary Kimball	08/01/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Student Support Team holistic and proactive approach to supporting students, including advisors, school counselors, school social worker	Mary Kimball	06/21/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Interventionist teachers working with students identified for Title I intervention, including students in credit recovery courses, and including students identified as homeless	Pieter Hoekstra	06/21/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
During quarterly MICIP Team meetings, At-Risk Coordinator will lead	Teresa Boardman	12/01/2023	06/30/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
review of 23g MI Kids Back on Track plan, including data on participation, progress, and updates on data reporting requirements and compliance with assurances.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
At-Risk Coordinator position in place for MTSS implementation and staff coaching	Teresa Boardman	06/21/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Chelsea Chambers, Educational Systems Consultant at Eaton Regional Educational Service Agency will support Insight's implementation of this strategy	Teresa Boardman	06/21/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Summer school offered to all students, including students experiencing homelessness, as Tier 1 strategy	Pieter Hoekstra	06/21/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Summer school courses taught by certified teachers stipended to work during contracted summer vacation.	Pieter Hoekstra	06/21/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
EWIMS Implementation to	Mary	08/01/2023	06/30/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
identify early warning indicators and intervene as early as possible for academic and behavioral support. EWIMS for all students, including students identified as homeless.	Kimball			
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(5/5): 23g Expanded Learning Time

Owner: Pieter Hoekstra

Start Date: 10/30/2023

Due Date: 06/30/2026

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: All Active Buildings

Total Budget: \$39,731.00

- Other Federal Funds (Federal Funds)
- Other State Funds (State Funds)

Communication:

Method	Audience
• School Board Meeting	• Educators
• Presentations	• Staff
• District Website Update	• School Board
• Parent Newsletter	• Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Expanded learning time through additional learning opportunities outside of the school day with certified teachers to provide additional academic assistance to students at risk of falling behind their peers, including students experiencing homelessness and/or other risk factors	Pieter Hoekstra	10/30/2023	06/30/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Compliance with 23g funding eligibility	Teresa Boardman	12/01/2023	06/30/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>assurances to post MI Kids Back on Track plan on LEA website, implement and maintain functionality on LEA website homepage that allows parents, legal guardians, and students to request additional assistance through the MI Kids Back-on-Track program, and provide transparency reporting on the MI Kids Back-on-Track program spending as required, and incorporate budget funds to support the required data reporting</p>				
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				
<p>Chelsea Chambers, Educational Systems Consultant at Eaton Regional Educational Service Agency will support Insight's implementation of this strategy</p>	<p>Teresa Boardman</p>	<p>10/30/2023</p>	<p>06/30/2026</p>	<p>ONTARGET</p>
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				
<p>During quarterly MICIP Team meetings, At-Risk Coordinator will lead review of 23g MI Kids Back on Track plan, including data on participation, progress, and updates on data reporting requirements and compliance with assurances.</p>	<p>Mary Kimball</p>	<p>10/30/2023</p>	<p>06/30/2026</p>	<p>ONTARGET</p>

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Budget planning of stipends for teachers providing after-hours, virtual tutoring and live support to provide additional academic assistance to students at risk of falling behind their peers. \$10,000 per semester for 2 semesters during the academic year to be split among teachers conducting live virtual sessions.	Pieter Hoekstra	10/30/2023	06/30/2026	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
School administration will keep school families informed of after hours virtual tutoring opportunities through email, newsletters, social media, texts and phone calls to families	Pieter Hoekstra	10/30/2023	06/30/2026	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Summer school courses taught by certified teachers stipended to work during contracted summer vacation as Tier 2 strategy. Summer school offered to all students, including students experiencing homelessness.	Pieter Hoekstra	10/30/2023	06/30/2026	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Training and ongoing professional learning for	Pieter Hoekstra	06/03/2024	06/30/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
all staff on working with at-risk students at Tiers 2 and 3. Training to include printing and mailing of training materials to staff for virtual trainings and professional learning.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Decrease by 3% for Student Counts: Attendance		06/30/2024	ONTARGET
Decrease by 3% for Student Counts: Grad/Dropout Rate		06/30/2024	ONTARGET
Decrease by 3% for Student Counts: Grad/Dropout Rate		06/30/2024	ONTARGET
Increased evidence of pathways in course content, cross-curricular connections, and relationships through qualitative observations	Pieter Hoekstra	06/30/2024	ONTARGET
90% compliance with staff on the DDI score board and curriculum mapping through asynchronous observations	Pieter Hoekstra	06/30/2024	ONTARGET
Review student surveys on relevance, engagement, and relationships to determine qualitative data to support this plan and determine fidelity data to monitor	Teresa Boardman	06/30/2024	ONTARGET
Decrease by 6% for Student Counts: Attendance		06/30/2025	ONTARGET

Impact Notes:

No Data Available

Adjust Notes

Date	Note	Author
06/14/2022	MICIP committee met and updated goals and strategies to align with Charter goals.	Teresa Boardman

Activity Status:

Building Trusting Relationships Activities

Activity	Owner	Start Date	Due Date	Status
7 Mindset Curriculum	Teresa Boardman	08/03/2021	06/30/2023	COMPLETE
SEL focus training	Teresa Boardman	01/04/2022	06/30/2023	COMPLETE
Standards Based Teaching/Learning	Teresa Boardman	08/03/2021	06/30/2023	COMPLETE
Strategic onboarding and connections with mid-year start students	Mary Kimball	08/03/2021	06/30/2026	ONTARGET
School social work support for all students, including students experiencing homelessness	Teresa Boardman	08/03/2021	06/30/2026	ONTARGET
Chelsea Chambers, Educational Systems Consultant at Eaton Regional Educational Service Agency will support Insight's implementation of this strategy	Teresa Boardman	08/03/2021	06/30/2026	ONTARGET
Student and parent/family surveys will be sent quarterly starting in Dec 2023 to gather perception data and input on LEA plans, including use of funds to provide	Mary Kimball	12/01/2021	06/30/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
additional academic assistance to students at risk of falling behind their peers				
Expanded learning time through additional learning opportunities outside of the school day with certified teachers to provide additional academic assistance to students at risk of falling behind their peers, including students experiencing homelessness and/or other risk factors	Pieter Hoekstra	08/03/2021	06/30/2026	ONTARGET
Student Support Team holistic and proactive approach to supporting students, including advisors, school counselors, school social worker	Mary Kimball	08/03/2021	06/30/2026	ONTARGET
Training and ongoing professional learning for all staff on working with at-risk students	Pieter Hoekstra	08/03/2021	06/30/2026	ONTARGET

Dropout Prevention-Engage students by offering curricula and programs that connect schoolwork with college and career success Activities

Activity	Owner	Start Date	Due Date	Status
Professional development for instructional staff for implementation of connection activities	Teresa Boardman	06/21/2023	06/30/2026	ONTARGET
Professional development of student support staff	Teresa Boardman	06/21/2023	06/30/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
for incorporation of connection activities/ strategies, including full-time Instructional Coach to work with teachers in small groups and 1-1 meetings monthly and as needed				
Impact analysis on DEI	Teresa Boardman	06/21/2023	06/30/2026	ONTARGET
Include progress monitoring in bi-weekly Data-Driven Instructional meetings with teachers and principal. Protocols to include identifying students in need of additional academic assistance due to being at risk of falling behind their peers	Pieter Hoekstra	06/21/2023	06/30/2026	ONTARGET
Adjust curriculum to align course content with connection activities	Teresa Boardman	06/21/2023	06/30/2026	ONTARGET
Update (or create) protocols for data analysis, sharing, and reflecting on the data to create action steps	Teresa Boardman	06/21/2023	10/31/2023	COMPLETE
Chelsea Chambers, Educational Systems Consultant at Eaton Regional Educational Service Agency will support Insight's implementation of this strategy	Teresa Boardman	06/21/2023	06/30/2026	ONTARGET
Quarterly Instructional	Sandra	09/09/2023	06/30/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Meetings focusing on Data, Actions, and Outcomes for all teachers facilitated by Data Coach, Curriculum Coordinator, Instructional Coach, and Principal	Ringle			
Summer school offered to all students, including students experiencing homelessness. Summer school courses taught by certified teachers stipended to work during contracted summer vacation.	Pieter Hoekstra	06/21/2023	06/30/2026	ONTARGET
EL Programming, including EL teacher working with students identified for support following Language Acquisition Plan. Annual program evaluation	Sandra Ringle	06/21/2023	06/30/2026	ONTARGET
Interventionist teachers working with students identified for Title I intervention, including students in credit recovery courses, and including students identified as homeless	Pieter Hoekstra	06/21/2023	06/30/2026	ONTARGET

Essential Practices for Disciplinary Literacy Instruction in Secondary Classrooms Activities

Activity	Owner	Start Date	Due Date	Status
PD on DEI followed by ongoing coaching and support	Teresa Boardman	06/21/2023	06/30/2026	ONTARGET
Determine essential areas	Teresa	06/21/2023	06/30/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
of focus	Boardman			
Include progress monitoring in DDI protocols, including monitoring compliance	Teresa Boardman	06/21/2023	06/30/2026	ONTARGET
Update (or create) protocols for data analysis, sharing, and reflecting on the data to create action steps	Teresa Boardman	06/21/2023	06/30/2026	ONTARGET
Introductory PD on Disciplinary Literacy Essentials	Teresa Boardman	06/21/2023	06/30/2024	ONTARGET
Resource mapping	Teresa Boardman	06/21/2023	06/30/2024	ONTARGET
Initial School Wide Screener Analysis	Teresa Boardman	06/21/2023	06/30/2024	ONTARGET
Quarterly review and assessment of data of racially, ethnically, culturally, and linguistically specific populations currently in our student population. Review data to identify students at-risk of falling behind their peers and create action plans to support their academic achievement.	Teresa Boardman	06/21/2023	06/30/2024	ONTARGET
PD on DL Essentials by ongoing coaching and support	Teresa Boardman	06/21/2023	06/30/2026	ONTARGET
Chelsea Chambers, Educational Systems Consultant at Eaton	Teresa Boardman	06/21/2023	06/30/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Regional Educational Service Agency will support Insight's implementation of this strategy				
Identify students at-risk of falling behind peers and/or needing additional supports, including MKV, Foster Care, English Learners, Military, Migrant, Newcomer, Students with IEPs, and/or other potential barriers to academic success. "Child Find" Team to monitor monthly and meet quarterly to review data, actions, and outcomes	Mary Kimball	09/19/2023	06/30/2026	ONTARGET

MTSS Framework (General) Activities

Activity	Owner	Start Date	Due Date	Status
Analyze data of co-teaching teams	Teresa Boardman	06/21/2023	06/30/2026	ONTARGET
Analyze data of students in co-taught classes	Teresa Boardman	06/21/2023	06/30/2026	ONTARGET
Professional development of student support staff for incorporation of connection activities/ strategies, including full-time Instructional Coach to work with teachers in small groups and 1-1 meetings monthly and as needed.	Teresa Boardman	06/21/2023	06/30/2026	ONTARGET
Include progress monitoring in DDI	Teresa Boardman	06/21/2023	06/30/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
protocols, including monitoring compliance				
Update (or create) protocols for data analysis, sharing, and reflecting on the data to create action steps	Teresa Boardman	06/21/2023	10/31/2023	COMPLETE
Create RACI charts and accountability plans for Roles and Responsibilities for owning all components	Teresa Boardman	06/21/2023	06/30/2024	ONTARGET
Co-teaching	Teresa Boardman	06/21/2023	06/30/2026	ONTARGET
Monthly review of tiered supports for student behaviors for students at-risk of dropping out and/or falling behind their peers to improve attendance and engagement in order to foster academic achievement.	Mary Kimball	09/06/2023	06/30/2026	ONTARGET
Collaboration with MTSS Professional Learning from Eaton RESA. MICIP Team to meet with ERESA quarterly, including guidance by Dawn Miller on implementing MTSS with equity	Mary Kimball	08/01/2023	06/30/2026	ONTARGET
Student Support Team holistic and proactive approach to supporting students, including advisors, school counselors, school social	Mary Kimball	06/21/2023	06/30/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
worker				
Interventionist teachers working with students identified for Title I intervention, including students in credit recovery courses, and including students identified as homeless	Pieter Hoekstra	06/21/2023	06/30/2026	ONTARGET
During quarterly MICIP Team meetings, At-Risk Coordinator will lead review of 23g MI Kids Back on Track plan, including data on participation, progress, and updates on data reporting requirements and compliance with assurances.	Teresa Boardman	12/01/2023	06/30/2026	ONTARGET
At-Risk Coordinator position in place for MTSS implementation and staff coaching	Teresa Boardman	06/21/2023	06/30/2026	ONTARGET
Chelsea Chambers, Educational Systems Consultant at Eaton Regional Educational Service Agency will support Insight's implementation of this strategy	Teresa Boardman	06/21/2023	06/30/2026	ONTARGET
Summer school offered to all students, including students experiencing homelessness, as Tier 1 strategy	Pieter Hoekstra	06/21/2023	06/30/2026	ONTARGET
Summer school courses	Pieter	06/21/2023	06/30/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
taught by certified teachers stipended to work during contracted summer vacation.	Hoekstra			
EWIMS Implementation to identify early warning indicators and intervene as early as possible for academic and behavioral support. EWIMS for all students, including students identified as homeless.	Mary Kimball	08/01/2023	06/30/2026	ONTARGET

Whole School, Whole Community, Whole Child Framework (WSCC) Activities

Activity	Owner	Start Date	Due Date	Status
Quarterly Conferencing with Guidance Counselors	Teresa Boardman	11/09/2023	06/30/2026	ONTARGET
Knights Learn grade level course that addresses social and academic skills for success in high school and after graduation	Pieter Hoekstra	10/25/2023	06/30/2026	ONTARGET
Grade level advisors in place for all students and tiered support for attendance and engagement	Mary Kimball	10/25/2023	06/30/2026	ONTARGET
At-Risk Coordinator position in place for MTSS implementation and staff coaching	Teresa Boardman	10/25/2023	06/30/2026	ONTARGET
23g grant compliance to post MI Kids Back on Track plan on LEA website	Teresa Boardman	12/01/2023	06/30/2026	ONTARGET
School social work	Teresa	10/25/2023	06/30/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
support available to all students	Boardman			
Support for EL students from EL Coordinator and/or EL teacher	Sandra Ringle	10/25/2023	06/30/2026	ONTARGET
Staff training working with students identified as Opportunity Youth, including students identified as at-risk in any of the 10 categories identified by MDE	Pieter Hoekstra	10/25/2023	06/30/2026	ONTARGET

23g Tutoring Activities

Activity	Owner	Start Date	Due Date	Status
Tutoring 1-1 and small group with certified teachers outside of direct instruction with gen ed and/or special education teachers	Pieter Hoekstra	10/30/2023	06/30/2026	ONTARGET
Compliance with 23g funding requirements to post MI Kids Back on Track plan on LEA website	Teresa Boardman	10/30/2023	06/30/2026	ONTARGET

23g Expanded Learning Time Activities

Activity	Owner	Start Date	Due Date	Status
Expanded learning time through additional learning opportunities outside of the school day with certified teachers to provide additional academic assistance to students at risk of falling behind their peers, including students experiencing homelessness and/or other risk factors	Pieter Hoekstra	10/30/2023	06/30/2026	ONTARGET
Compliance with 23g funding eligibility assurances to post MI Kids Back on Track plan on LEA website, implement and maintain functionality on LEA website homepage that allows parents, legal guardians, and students to request additional assistance through the MI Kids Back-on-Track program, and provide transparency reporting on the MI Kids Back-on-Track program spending as required, and incorporate budget funds to support the required data reporting	Teresa Boardman	12/01/2023	06/30/2026	ONTARGET
Chelsea Chambers, Educational Systems Consultant at Eaton Regional Educational Service Agency will support Insight's implementation of this strategy	Teresa Boardman	10/30/2023	06/30/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>During quarterly MICIP Team meetings, At-Risk Coordinator will lead review of 23g MI Kids Back on Track plan, including data on participation, progress, and updates on data reporting requirements and compliance with assurances.</p>	<p>Mary Kimball</p>	<p>10/30/2023</p>	<p>06/30/2026</p>	<p>ONTARGET</p>
<p>Budget planning of stipends for teachers providing after-hours, virtual tutoring and live support to provide additional academic assistance to students at risk of falling behind their peers. \$10,000 per semester for 2 semesters during the academic year to be split among teachers conducting live virtual sessions.</p>	<p>Pieter Hoekstra</p>	<p>10/30/2023</p>	<p>06/30/2026</p>	<p>ONTARGET</p>
<p>School administration will keep school families informed of after hours virtual tutoring opportunities through email, newsletters, social media, texts and phone calls to families</p>	<p>Pieter Hoekstra</p>	<p>10/30/2023</p>	<p>06/30/2026</p>	<p>ONTARGET</p>
<p>Summer school courses taught by certified teachers stipended to work during contracted summer vacation as Tier 2 strategy. Summer school offered to all students, including</p>	<p>Pieter Hoekstra</p>	<p>10/30/2023</p>	<p>06/30/2026</p>	<p>ONTARGET</p>

Activity	Owner	Start Date	Due Date	Status
students experiencing homelessness.				
Training and ongoing professional learning for all staff on working with at-risk students at Tiers 2 and 3. Training to include printing and mailing of training materials to staff for virtual trainings and professional learning.	Pieter Hoekstra	06/03/2024	06/30/2026	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
05/06/2024	MICIP meeting notes, budget plans	Mary Kimball
05/06/2024	Evening tutoring hours attendance logs	Mary Kimball

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

No Data Available

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?:

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: Building Trusting Relationships

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

Date	Note	Author
05/06/2024	Evening tutoring - attendance tracking by teachers running sessions	Mary Kimball
05/06/2024	Onboarding mid-year students: Fully implemented. Evidence of success in PowerBi report, shows student logins, course progress, attendance, evidence of staff communication. Areas for improvement for next school year: include progress updates in monthly success meetings	Mary Kimball

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

No Data Available

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

Date	Note	Author
05/06/2024	Dedicated grade level advisors and Engagement Coordinator provide mid-year onboarding, including welcome calls to students. 8-day live orientation sessions for new students. Evidence includes attendance reports and IOL course completion	Mary Kimball

Monitoring Notes: Dropout Prevention-Engage students by offering curricula and programs that connect schoolwork with college and career success

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

Date	Note	Author
05/06/2024	Evidence of course adjustments - reflected in DDI notes, curriculum coordinator reports to leadership team, informal observations, asynch reviews	Mary Kimball
05/06/2024	Instructional coaching logs, instructional meeting sign-in sheets and agendas	Mary Kimball
05/06/2024	Academic DDI trackers include evidence	Mary Kimball

Date	Note	Author
	of meetings, attendance, and DDI practices.	
05/06/2024	DEI Training with all staff Aug 2023, evidence of sign-in sheets and agenda	Mary Kimball
05/06/2024	Trauma-informed training for all staff, evidence from sign-in sheet and agenda; planning to continue with SY24-25 led by school social worker	Mary Kimball

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

No Data Available

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

No Data Available

Monitoring Notes: Essential Practices for Disciplinary Literacy Instruction in Secondary Classrooms

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

Date	Note	Author
05/06/2024	Evidence of protocols for data analysis, sharing, and reflecting on the data to create action steps - DDI trackers, Data Coaching notes	Mary Kimball
05/06/2024	MICIP Team meeting with C Chambers and statewide field team on implementation of Disciplinary Literacy. Evidence: meeting notes	Mary Kimball

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

No Data Available

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 Framework (General)

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

Date	Note	Author
05/06/2024	Special Education review of co-teaching and student data	Mary Kimball
05/06/2024	MICIP meetings, MTSS Eaton RESA meetings - notes/agendas as evidence; MICIP/MTSS planning over summer 2024 for SY 2024-25	Mary Kimball

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

No Data Available

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

No Data Available

Monitoring Notes: Whole School, Whole Community, Whole Child Framework (WSCC)

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

No Data Available

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

No Data Available

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 6% for Student Counts: Grad/Dropout Rate	06/30/2026	ONTARGET
Decrease by 9% for Student Counts: Attendance	06/30/2026	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