

Tobin Montessori

School Improvement Plan

2023
to
2025



CAMBRIDGE
PUBLIC SCHOOLS

Tobin Montessori School Improvement Plan

2023
to
2025

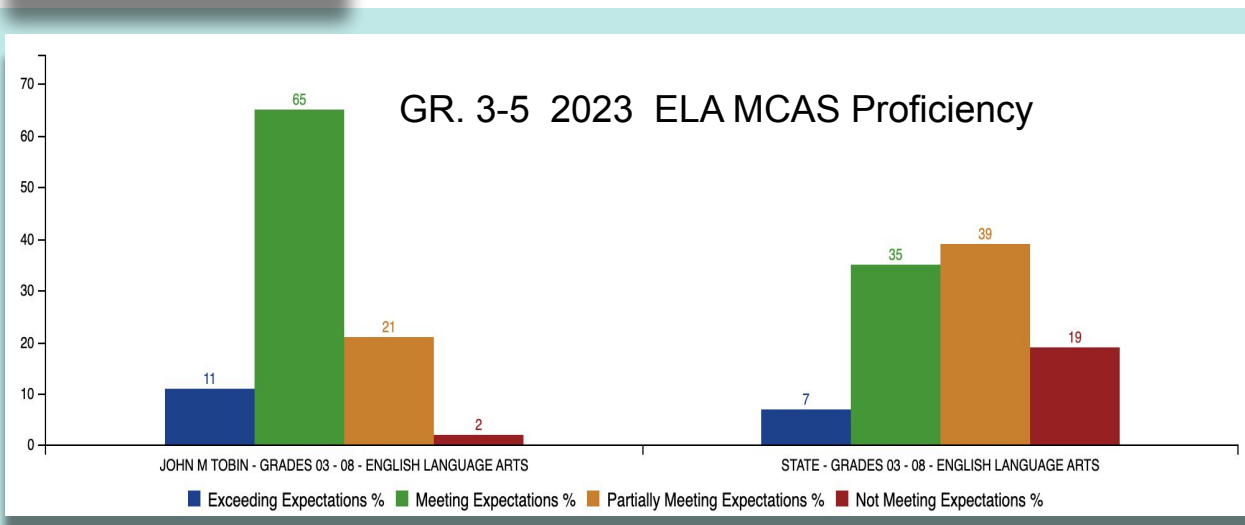
Literacy Goal

By Spring 2025 all student demographic groups will meet or exceed the Massachusetts Accountability Targets on the ELA MCAS.

Students	Percentage Point Growth by 2025
All Students	5.4
Lowest Performing	10.2
High Needs	6.8
Low Income	7.4
Students With Disabilities	8.6

Data Overview

Literacy



Tobin

11%

65%

21%

2%

State

7%

35%

39%

19%



Key Successes

Literacy

English language arts achievement - MCAS average composite scaled score - Non-high school							About the Data
Group	2022 Achievement	2023 Achievement	Change	2023 Target	N	Points	Reason
All Students	509.1	509.9	0.8	511.8	98	4	Recovery Path: Exceeded Target
Lowest Performing	493.8	502.7	8.9	498.8	20	4	Path Forward: Exceeded Target
High needs	497.9	502.6	4.7	501.3	46	4	Recovery Path: Exceeded Target
Low income	492.6	500.1	7.5	496.3	26	4	Recovery Path: Exceeded Target
EL and Former EL	-	-	-	-	7	-	-
Students w/ disabilities	498.0	500.4	2.4	502.3	30	3	Recovery Path: Met Target
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	12	-	-
Afr. Amer./Black	-	-	-	-	21	-	-
Hispanic/Latino	-	-	-	-	9	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	11	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	516.8	515.8	-1.0	519.9	45	4	Recovery Path: Exceeded Target

Key Areas of Need

Reading & Writing Discrepancy

Literacy

- Grade 3:
 - *Reading:* School 73% (Dist 70, State 60, School/State Diff 13)
 - *Writing:* School 36% (Dist 35, State 27, School/State Diff 8)
- Grade 4:
 - *Reading:* School 80% (Dist 71, State 63, School/State Diff 17)
 - *Writing:* School 40% (Dist 36, State 30, School/State Diff 11)
- Grade 5:
 - *Reading:* School 78% (Dist 77, State 68, School/State Diff 10)
 - *Writing:* School 48% (Dist 42, State 34, School/State Diff 14)

Literacy

Tobin Action Plan

District Objective	Strategic, Research Based Solution	Strategies for Equitable Outcomes	Data Wise Process & Progress Monitor	Who will lead this work?
<p>Deliver Ambitious Instruction & Effective Supports</p>	<ul style="list-style-type: none"> Individualized Targeted Reading Instruction through the Montessori Reading Pathways Curriculum Explicit instruction in targeting reading comprehension, note taking and writing through the Writing Revolution Curriculum 	<ul style="list-style-type: none"> All Children’s House & Lower Elementary students will be screened using the Montessori Reading Remediation Pathway Screener and progress will be monitored in regular intervals. Students will receive the individualized direct instruction in phonemic awareness, phonological awareness and phonics decoding. All Upper Elementary students will receive explicit instruction in note taking and writing. Aligned progress monitoring will ensure students are meeting their individual goals. 	<ul style="list-style-type: none"> Children’s House and Lower Elementary teachers will engage in an ongoing data cycle process, meeting every 6 weeks to review progress monitoring data and instructional plans. Teachers collaboratively use, tracking sheets to track individual student progress and the number of lessons received per week. Upper Elementary teachers will meet weekly to plan instruction review student work and develop methods for tracking student data. They will also engage in periodic data review meetings notice trends in student 	<ul style="list-style-type: none"> Literacy Coach Cluster level team leads Reading interventionist Principal Montessori Resource Teacher

Literacy

Tobin Action Plan Cont.

District Objective	Strategic, Research Based Solution	Strategies for Equitable Outcomes	Data Wise Process & Progress Monitor	Who will lead this work?
Effective Staff Learning & Support	<ul style="list-style-type: none"> ● Educators will engage in ongoing, embedded professional development in the form of data review, planning meetings and personalized instructional coaching. ● All Upper Elementary staff and special educators, as well as some Lower Elementary teachers will be trained in the Writing Revolution curriculum and receive instructional coaching. 	<ul style="list-style-type: none"> ● Multi-tiered ongoing support in the form of both team meetings and individualized instructional coaching will ensure that we develop and maintain consistency for students across classrooms and grade levels and also that adult learning styles are considered and supported. 	<ul style="list-style-type: none"> ● Educators will engage in Regularly scheduled data meetings, weekly common planning and collaborative reflection on instruction (ex: Lesson Study and Looking At Student Work Protocols) during team cluster meetings. 	<ul style="list-style-type: none"> ● Literacy Coach ● Cluster level team leads ● Cluster level literacy planning teams ● Reading interventionist ● Montessori Resource Teacher
Build Welcoming & Supportive Schools & District	<ul style="list-style-type: none"> ● Educators will share ELA student progress/data with families during conferences. ● Tobin will continue to partner with the After School to provide instructional support time for students in the after school program. 	<ul style="list-style-type: none"> ● Regular and consistent communication with caregivers will support student success. ● Providing students time to practice their literacy skills in the after school program will support the achievement of students from working families who do not get home until later in the day. 	<ul style="list-style-type: none"> ● Tobin will utilize School Council as a vehicle to progress monitor our communication with families regarding student progress. 	<ul style="list-style-type: none"> ● Teachers ● Principal ● Assistant Principal ● Family Liaison

Literacy Goal:

2023
to
2025

Milestones

90-day Milestone September '23-January '24

Gr 4 & 5 students will be assessed with the 2023 released MCAS Writing Tasks to determine their ability to respond to text in writing. Our Gr. 4 & 5 average score will increase by .5:

3.78 avg. pts → 4.28 avg. pts

(7 possible writing points)

90-day Milestone January '24-June '24

Grade 3 - 5 MCAS all demographic groups will meet or exceed their targets for 2024

ALL STUDENTS +2.7
LOWEST PERF. +5.1
HIGH NEEDS +3.4
LOW INCOME +3.7
S W DISABIL. +4.3

3.78 avg. pts → 4.28 avg. pts

(7 possible writing points)

90-day Milestone September '24-January '25

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(7 possible writing points)

Tobin Montessori School Improvement Plan

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Math Goal:

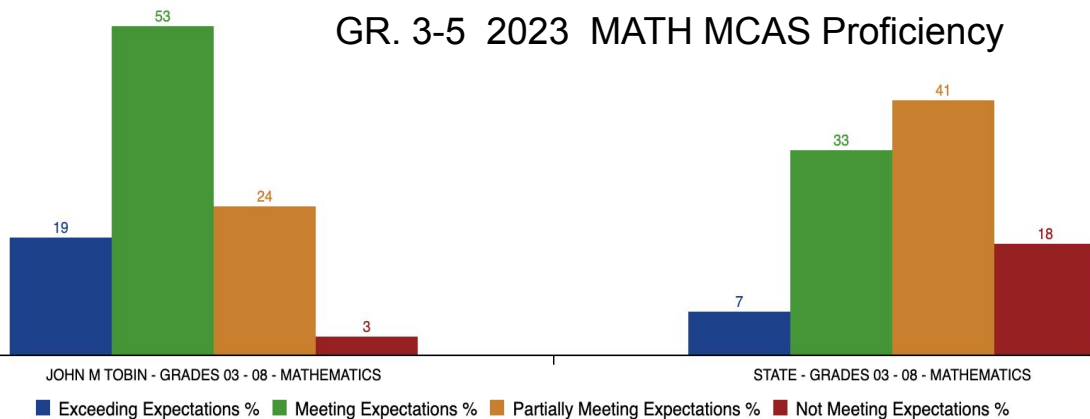
By Spring 2025 all student demographic groups will meet or exceed the Massachusetts Accountability Targets on the MATH MCAS.

Students	Percentage Point Growth by 2025
All Students	3.0
Lowest Performing	10.2
High Needs	4.7
EL & Former EL	4.7
Students With Disabilities	4.4

Data Overview

Math

GR. 3-5 2023 MATH MCAS Proficiency



Tobin

19%

53%

24%

3%

State

7%

33%

41%

18%



Key Successes

Math

Mathematics achievement - MCAS average composite scaled score - Non-high school							About the Data
Group	2022 Achievement	2023 Achievement	Change	2023 Target	N	Points	Reason
All Students	511.5	512.5	1.0	514.0	98	4	Recovery Path: Exceeded Target
Lowest Performing	496.8	496.7	-0.1	501.1	20	3	Path Forward: Met Target
High needs	503.6	505.8	2.2	505.8	46	3	Recovery Path: Met Target
Low income	498.1	502.5	4.4	500.4	26	4	Recovery Path: Exceeded Target
EL and Former EL	-	-	-	-	7	-	-
Students w/ disabilities	501.9	504.7	2.8	504.1	30	4	Recovery Path: Exceeded Target
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	12	-	-
Afr. Amer./Black	-	-	-	-	21	-	-
Hispanic/Latino	-	-	-	-	9	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	11	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	519.1	517.9	-1.2	520.8	45	4	Path Forward: Exceeded Target

Key Areas of Need

Math

**FACT
Fluency!**

	Gr. 3 Tobin	Gr. 3 State	+ / -	Gr. 4 Tobin	Gr. 4 State	+ / -	Gr. 5 Tobin	Gr. 5 State	+ / -
Operations and Algebraic Thinking	83%	59%	+24	75%	55%	+20	60%	47%	+13
Number and Operations in Base Ten	73%	53%	+20	78%	60%	+18	71%	55%	+16
Number and Operations Fractions	82%	58%	+24	72%	57%	+15	65%	51%	+14
Measurement and Data	75%	53%	+22	62%	46%	+16	61%	50%	+11
Geometry	76%	52%	+24	79%	66%	+13	65%	57%	+8



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District Objective	Strategic, Research Based Solution	Strategies for Equitable Outcomes	Data Wise Process & Progress Monitor	Who will lead this work?
<p>Deliver Ambitious Instruction & Effective Supports</p>	<ul style="list-style-type: none"> Develop an understanding of foundational facts for each operation Develop an understanding of research-based derived fact strategies for each operation Learn how to sequence facts instruction Explore activities and games for helping students progress through the phases of fact mastery Progress Monitor fact mastery through a variety of ongoing assessments 	<ul style="list-style-type: none"> NCTM: <i>Basic facts should be taught using number relationships and reasoning strategies, not memorization. Students who learn fact strategies outperform students who learn through other approaches (e.g., Baroody et al. 2016; Henry and Brown 2008; Brendefur et al. 2015).</i> 	<ul style="list-style-type: none"> Educators will engage in Regularly scheduled data meetings, weekly common planning and collaborative reflection on instruction (ex: Lesson Study and LASW protocols) during team cluster meetings. 	<ul style="list-style-type: none"> Math Coach Math Planning Team for each cluster Math Equity Team

District Objective	Strategic, Research Based Solution	Strategies for Equitable Outcomes	Data Wise Process & Progress Monitor	Who will lead this work?
<p>Effective Staff Learning & Support</p>	<ul style="list-style-type: none"> The Math Equity Team will work together to design a plan for professional development that will be implemented through Cluster meetings , professional development and weekly plans for each grade level 	<ul style="list-style-type: none"> NCTM : Effective teaching of procedural fluency positions students as capable, with reasoning and decision-making at the core of instruction. When such teaching is in place, students stop asking themselves, “How did my teacher show me how to do this?” and instead ask, “Which of the strategies that I know are a good fit for this problem?” 	<ul style="list-style-type: none"> Educators will engage in Regularly scheduled data meetings, weekly common planning and collaborative reflection on instruction (ex: Lesson Study and LASW protocols) during team cluster meetings. 	<ul style="list-style-type: none"> Math Coach Math Planning Team for each cluster Math Equity Team
<p>Build Welcoming & Supportive Schools & District</p>	<ul style="list-style-type: none"> Conduct parent meetings to develop a shared vision of fact fluency and mastery that they can then support at home. Share student progress towards fluency of facts during conferences 	<ul style="list-style-type: none"> Share research-based (NCTM) information with families and caregivers 	<ul style="list-style-type: none"> Tobin will utilize School Council as a vehicle to monitor our communication with families regarding student progress towards fact fluency 	<ul style="list-style-type: none"> Teachers Principal Assistant Principal Family Liaison

Math Goal:

2023
to
2025

Milestones

90-day Milestone September '23-January '24

Students in K-4 will be assessed to determine their fact knowledge and fluency.

Each classroom cohort will increase their use of strategies and automaticity and correctness by 20%.

90-day Milestone January '24-June '24

Grade 3 - 5 MCAS all demographic groups will meet or exceed their targets for 2024

ALL STUDENTS +1.5
LOWEST PERF. +5.1
HIGH NEEDS +2.2
LOW INCOME +2.3
S W DISABIL. +2.2

90-day Milestone September '24-January '25

Students in K-4 will be assessed to determine their fact knowledge and fluency.

Each classroom cohort will increase their use of strategies and automaticity and correctness by 20%.

90-day Milestone January '25-June '25

Grade 3 - 5 MCAS all demographic groups will meet or exceed their targets for 2024

ALL STUDENTS +1.5
LOWEST PERF. +5.1
HIGH NEEDS +2.2
LOW INCOME +2.3
S W DISABIL. +2.4

Tobin Montessori School Improvement Plan

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to
2025

School Culture & Climate

Goal: By Spring 2025 our DESSA Mini screener data will reflect a decrease in the Need for Instruction range and an increase in students who fall in the typical and strength ranges.

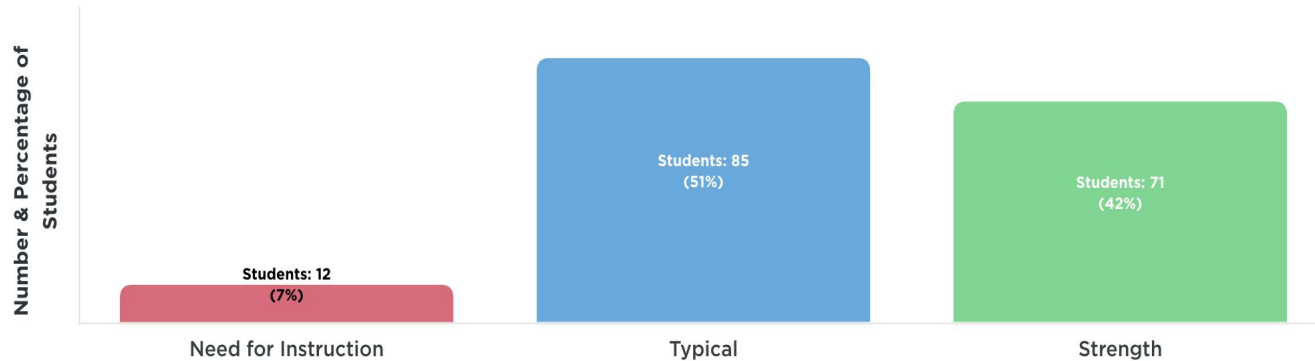
Students	Spring 2023	Spring 2025
Need for Instruction	7%	6%
Typical	51%	42%
Strength	42%	52%

Data Overview

School Culture & Climate

Students' Overall Social and Emotional Competence

Across all students, here is the distribution of ratings.

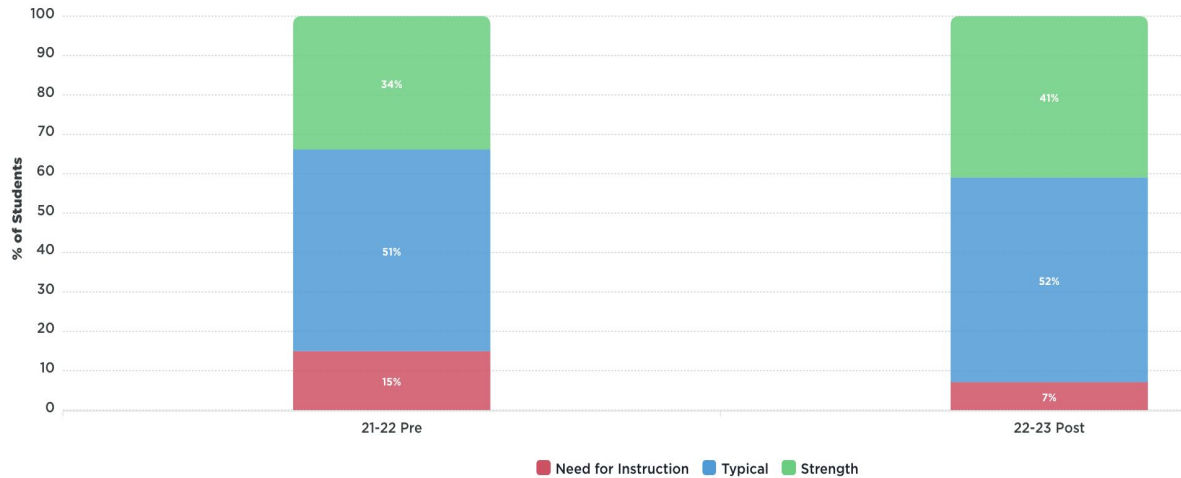


Key Successes

School Culture & Climate

Change in Students' Overall Social and Emotional Competence

Displays changes over time in the distribution of descriptive ranges for students



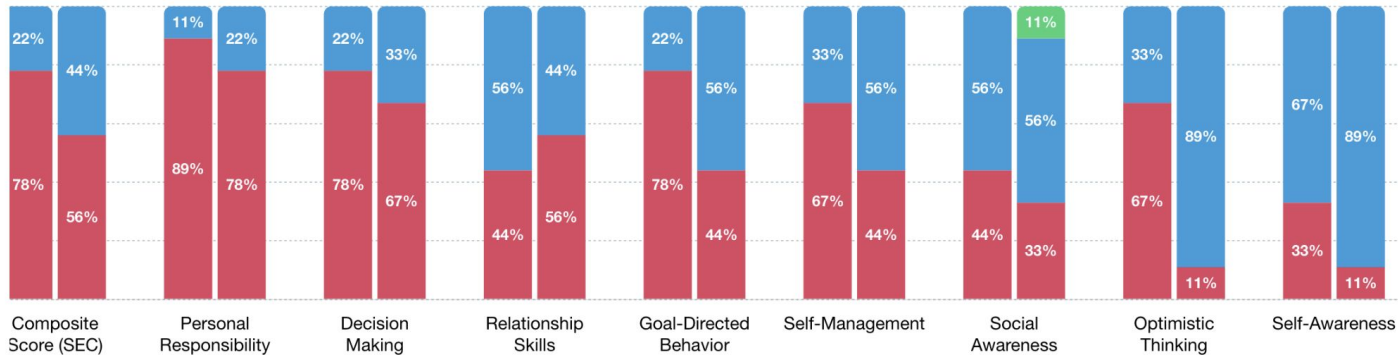
Fall 2021 Data v. Spring 2023
DESSA Mini Data

Key Areas of Need

Executive
Functioning

School Culture & Climate

Change in DESSA Social and Emotional Competencies



All
competencies
relate to
executive
functioning
skills

District Objective	Strategic, Research Based Solution	Strategies for Equitable Outcomes	Data Wise Process & Progress Monitor	Who will lead this work?
<p>Deliver Ambitious Instruction & Effective Supports</p>	<ul style="list-style-type: none"> Teachers and staff will implement executive function strategies learned in Professional Development with Alexis Reid, educational consultant and executive function coach, to better support student functioning and learning. Faculty and staff will engage with and give explicit lessons around the School-wide Grace & Courtesy Handbook. 	<ul style="list-style-type: none"> All classroom teachers and support staff will receive training so that all students will have access to trained staff. 	<ul style="list-style-type: none"> Using a tool called the Student Check-in Form, teachers can request a more formal check in at SST. This form populates a spreadsheet that is tracked by the Tobin Leadership Team and brings staff concerns about a child to the Student Support Team. Students may then be brought for a more formal Child Study Protocol to look more deeply at the student. 	<ul style="list-style-type: none"> The Tobin Leadership Team The Montessori Resource Teacher/Coach The Montessori Equity Team

District Objective	Strategic, Research Based Solution	Strategies for Equitable Outcomes	Data Wise Process & Progress Monitor	Who will lead this work?
<p>Effective Staff Learning & Support</p>	<ul style="list-style-type: none"> Year-long PD sessions with Alexis Reid, educational consultant and executive function coach. The Montessori Team and Montessori Resource Teacher will introduce the “Handbook” to staff in August and offer a roll out plan. Each cluster level will conduct monthly check-ins to determine efficacy and areas to focus on. 	<ul style="list-style-type: none"> All classroom teachers and support staff will receive training so that all students will have access to trained staff. All students and staff will be expected to engage in the G&C Handbook practices. There will be a weekly school-wide G&C theme that will be shared with staff in the Tobin Weekly, shared daily with students over announcements, and shared weekly in the family newsletter. 	<ul style="list-style-type: none"> Staff will take a survey at the beginning of the school year to gauge their knowledge around executive function. Another survey will be administered at the end of the school year to determine growth and help determine areas for additional professional development. 	<ul style="list-style-type: none"> Montessori Resource Teacher Alexis Reid The Montessori Equity Team
<p>Build Welcoming & Supportive Schools & District</p>	<ul style="list-style-type: none"> We will offer a Caregiver Education session with Alexis Reid, educational consultant and executive function coach, to engage families and caregivers in the learning that staff is engaging with and help create shared learning to support students. We will offer a Parent Education session on the School-wide Grace & Courtesy Handbook so that families can engage in this work outside of school and develop a shared language and set of expectations. 	<ul style="list-style-type: none"> Strategies from the Caregiver Education sessions will be shared with families in a variety of ways; via email, through the newsletter, via podcast, and on social media for families that were not able to attend in person. There will be a weekly school-wide G&C theme that will be shared with staff in the Tobin Weekly, shared daily with students over announcements, and shared weekly in the family newsletter. 	<ul style="list-style-type: none"> Families will be surveyed to gauge learning and additional interest in these sessions and the topic. 	<ul style="list-style-type: none"> Montessori Resource Teacher Alexis Reid Family Liaison

Milestones

90-day Milestone September '23-January '24

The DESSA Mini data will reflect a decrease in the Need for Instruction range by 0.5 % and a 2.5 % movement of students from the typical to strength range from the data in Spring 23.

90-day Milestone January '24-June '24

The DESSA Mini data will reflect a decrease in the Need for Instruction range by 0.5 % and a 2.5 % movement of students from the typical to strength range from the previous milestone.

90-day Milestone September '24-January '25

The DESSA Mini data will reflect a decrease in the Need for Instruction range by 0.5 % and a 2.5 % movement of students from the typical to strength range from the previous milestone.

90-day Milestone January '25-June '25

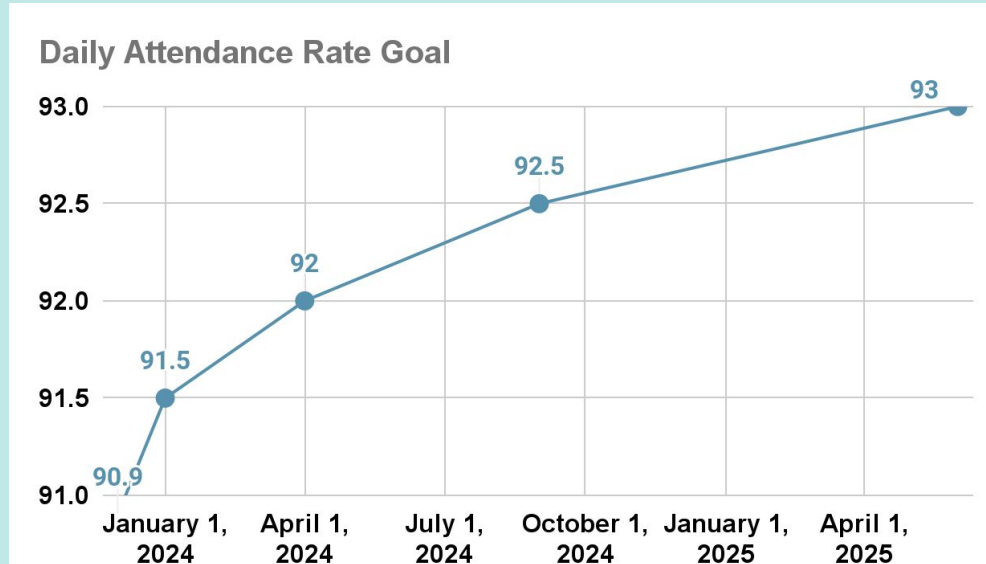
The DESSA Mini data will reflect a decrease in the Need for Instruction range by 0.5 % and a 2.5 % movement of students from the typical to strength range from the previous milestone.

Tobin Montessori School Improvement Plan

2023
to
2025

Attendance Goal

By Spring 2025, our daily attendance rate will increase by 2.1% to 93%



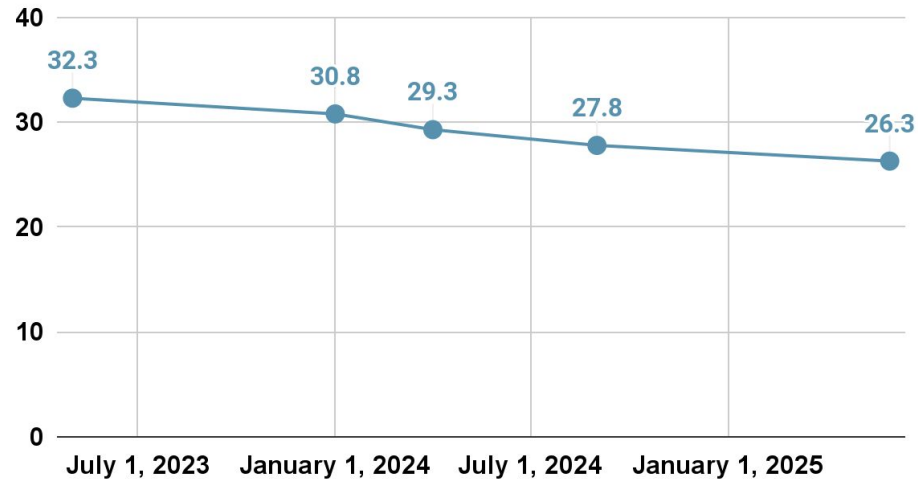
Tobin Montessori School Improvement Plan

2023
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2025

Attendance Goal

By Spring 2025, our chronic absentee rate will decrease by 6% to 26.3%

Chronic Absenteeism Goal



Tobin Montessori School Improvement Plan

2023
to
2025

Attendance Goal

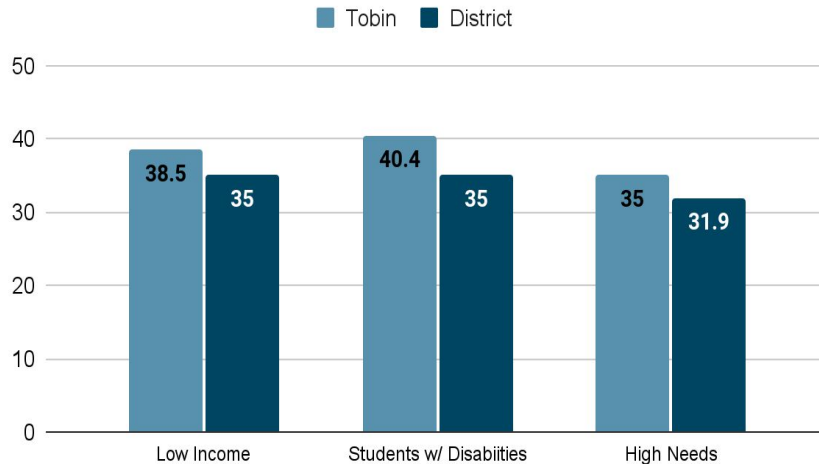
By Spring 2025 our chronic absenteeism rate will decrease for each demographic group:

Students	Percentage Point Decrease by 2025
All Students	2.2
Lowest Performing	4.2
High Needs	8.7
Low Income	5.0
Students With Disabilities	2.4

Key Areas of Need

Attendance

Areas of Need (Chronic Absenteeism Rate Among Demographics)



Tobin's largest demographic groups of chronically absent students are:

- Low Income (38.5)
- Students with Disabilities (40.4)
- High Needs (35)

In order to solve a problem seen district-wide, our Attendance approach will be catered to family and student needs.

Chronic Absenteeism Targets

Group	Grades	2022 % Making Progress Baseline	2023 % Making Progress Target	Annual % Making Progress Increment (2023-2027)	2022 Chronic Absenteeism Rate # Included	2022 Chronic Absenteeism Rate Baseline (%)	2023 Chronic Absenteeism Rate Target (%)	Annual Chronic Absenteeism Rate Reduction (2023-2027)
All Students	NonHS				176	27.3	26.2	1.1
Lowest performing	NonHS				20	30.0	26.7	3.3
High Needs	NonHS				77	29.9	27.8	2.1
Low Income	NonHS				51	35.3	31.0	4.3
EL and Former EL	NonHS				12			
Students w/Disabilities	NonHS				45	28.9	26.4	2.5
Amer. Ind. or Alaska Nat.	NonHS				1			
Asian	NonHS				29			
Afr. Amer./Black	NonHS				31			
Hispanic/Latino	NonHS				15			
Multi-race, Non-Hisp./Lat.	NonHS				18			
Nat. Haw. or Pacif. Isl.	NonHS							
White	NonHS				82	25.6	24.4	1.2

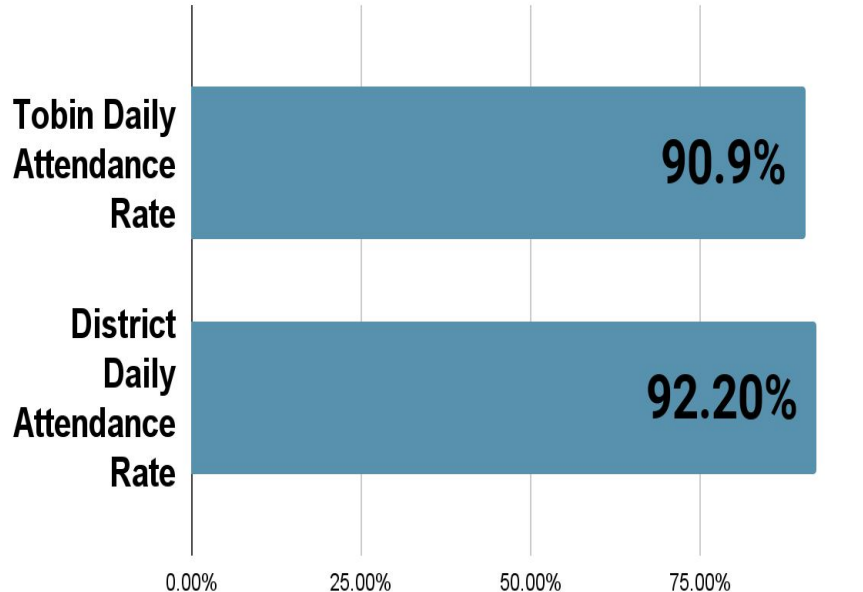
Key Successes

Attendance

Chronic absenteeism - Non-high school							About the Data
Group	2022 Rate (%)	2023 Rate (%)	Change	Target	N	Points	Reason
All Students	27.3	15.0	-12.3	26.2	173	4	Exceeded Target
Lowest Performing	30.0	25.0	-5.0	26.7	20	4	Exceeded Target
High needs	29.9	17.9	-12.0	27.8	84	4	Exceeded Target
Low income	35.3	18.9	-16.4	31.0	53	4	Exceeded Target
EL and Former EL	-	-	-	-	17	-	-
Students w/ disabilities	28.9	20.8	-8.1	26.4	53	4	Exceeded Target
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	23	-	-
Afr. Amer./Black	-	-	-	-	38	-	-
Hispanic/Latino	-	-	-	-	13	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	19	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	25.6	16.3	-9.3	24.4	80	4	Exceeded Target

Tobin Attendance Data Overview

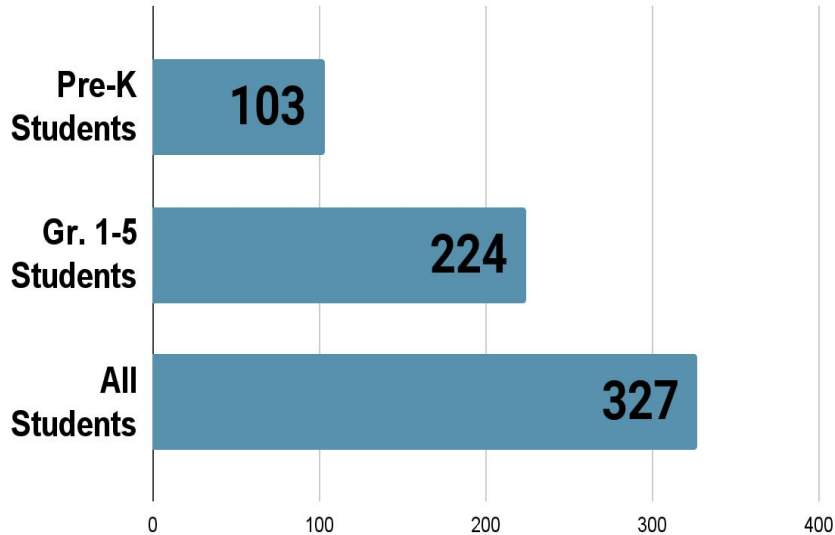
Attendance Rate (Tobin vs. District)



Tobin's daily attendance rate is slightly lower than the district average. In response, our action plan includes not only family specific interventions, but whole school initiatives as well.

Tobin Attendance Data Overview

Tobin Student Population Breakdown



The data currently shows that we have a 90.9% daily attendance rate at Tobin.

Attendance

Tobin Action Plan

District Objective	Strategic, Research Based Solution	Strategies for Equitable Outcomes	Data Wise Process & Progress Monitor	Who will lead this work?
Deliver Ambitious Instruction & Effective Supports	We will track our chronically absent and tardy students via this document . This will be updated weekly by our school clerk for staff review.	This allows our staff to continually have updated data in front of us to inform interventions	This sheet will be updated weekly by our clerk and utilize the ACE protocol	Assistant Principal/Clerk

Attendance

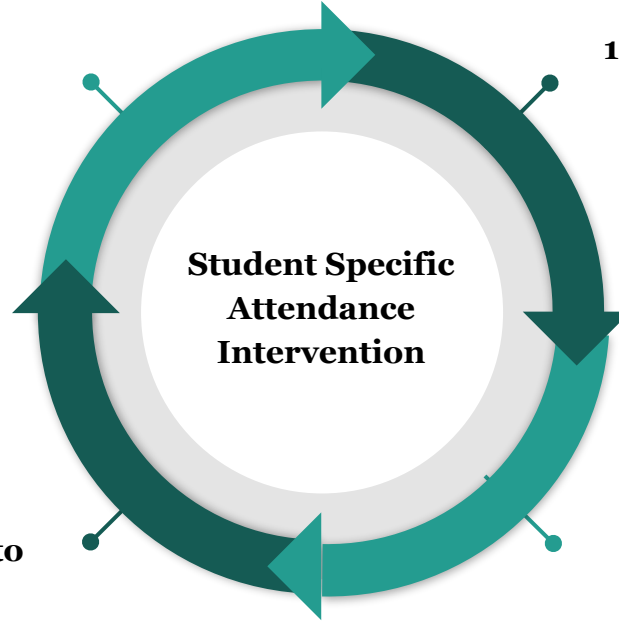
Tobin Action Plan Cont.

District Objective	Strategic, Research Based Solution	Strategies for Equitable Outcomes	Data Wise Process & Progress Monitor	Who will lead this work?
<p>Effective Staff Learning & Support</p>	<p>Each week in our student support team meetings (SST), we will allocate the first 10 minutes to reviewing this data. We will decide on an intervention to use and a staff member to lead this intervention. This intervention can include but are not limited to: calls home, family meetings, and attendance letters</p>	<p>These interventions will be consistent (~4 absences and/or tardies per quarter). However, the way that we intervene is where our equity focus will show. We will cater our interventions to the family on a case by case basis.</p>	<p>After a first intervention is attempted, we will review data on a two week basis. This will allow the data to consistently remain top of mind.</p>	<p>Admin Team/Clerk/ Family Liaison/ SST Team</p>
<p>Build Welcoming & Supportive Schools & District</p>	<p>Tobin will develop a video series for parents focused on:</p> <ul style="list-style-type: none"> • The importance of the first 15 minutes of school • Learning accumulated throughout the day • Learning lost when students are not in school <p>Tobin will also host breakfasts for our Special Start and ASD programs in an effort to engage families. The Family Liaison and Assistant Principal will work together to underscore the importance of consistent attendance with our youngest learners.</p>	<p>This allows families who may not be familiar with our school day to see what their students do throughout the day. This will show academic and SEL outcomes of consistent attendance</p>	<p>Our SST team will utilize the ACE protocol to monitor how our attendance approves in biweekly increments.</p>	<p>Family Liaison/Admin Team/District Videographer</p>

Attendance Plan of Action (Individuals)

4. Monitor effectiveness of intervention on biweekly basis by reviewing student attendance data.

3. Reach out to family to determine family-specific intervention



1. Identify Chronically Absent/Tardy Students

2. Contextualize the data by working with classroom staff, front office, and student support team

Attendance Plan of Action (Whole School)

Identify School Wide Trends

Assistant Principal and Clerk will work together to identify school-wide attendance trends.

Implement School-Wide Interventions

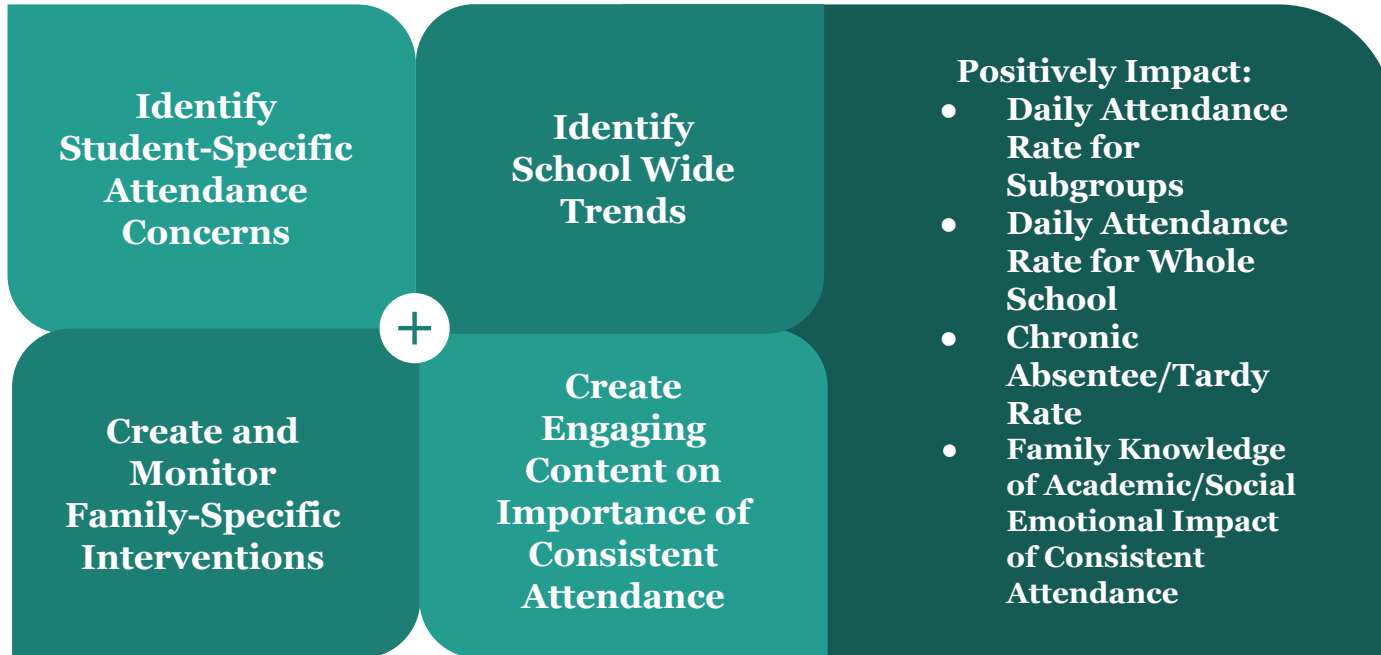
The Tobin Leadership Team and Family Liaison will work together to create and send “Attendance Matters” letters to all families using historical attendance data to guide.

Create Videos of Daily Student Routine

Tobin will develop a video series for parents focused on:

- The importance of the first 15 minutes of school
- Learning accumulated throughout the day
- How learning compounds with consistent attendance

Attendance Plan of Action Summary



Attendance Goal:

2023
to
2025

Milestones

90-day Milestone September '23-January '24

By January 1, 2024, we will see a .6% increase in daily attendance rate from 90.9 to 91.5%

Chronic Absenteeism will drop by 1.5% (30.8% total)

90-day Milestone January '24-June '24

By April 1, 2024, we will see a .5% increase in daily attendance rate from 91.5 to 92%

Chronic Absenteeism will drop by 1.5% (29.3% total)

90-day Milestone September '24-January '25

By September 1, 2024, we will see a .5% increase in daily attendance rate from 92 to 92.5%

Chronic Absenteeism will drop by 1.5% (27.8% total)

90-day Milestone January '25-June '25

By June 1, 2025, we will see a .5% increase in daily attendance rate from 92.5 to 93%

Chronic Absenteeism will drop by 1.5% (26.3% total)
