Iroquois Middle School
School Based Plan

2023-2024

Data at a Glance

4th Grade Math iReady Data 2022-2023							
Ethnographic Data	# of Students @ IRQ	# of Students District-Wide	Average Score Fall @ IRQ	Average Score Fall District-Wide	Average Score Spring @ IRQ	Average Score Spring District-Wide	Average Growth @ IRQ	Average Growth District-Wide
Total	135	307	452	448	475	470	23	22
Female	68	151	451	446	476	467	25	21
Male	67	156	453	450	474	472	21	22
Asian	4	7	447	465	481	493	34	28
Black	10	35	437	436	454	455	17	19
Hispanic	18	39	433	433	452	453	19	20
Mixed Race	6	17	447	447	468	467	21	20
White	97	209	458	453	481	475	23	22
ELL	4	4			459	459		
SpEd	16	52	441	432	459	451	18	19
EcoDis	33	97	441	438	464	460	23	22

5th Grade Math iReady 2022-2023							
Ethnographic Data	# of Students @ IRQ	# of Students District-Wide	Average Score Fall @ IRQ	Average Score Fall District-Wide	Average Score Spring @ IRQ	Average Score Spring District-Wide	Average Growth @ IRQ	Average Growth District-Wide
Total	122	252	466	465	483	488	17	23
Female	41	103	460	458	481	486	21	28
Male	81	149	469	469	484	490	15	21
Asian	3	3	454	454	461	474	7	20
Black	8	22	438	444	447	464	9	20
Hispanic	8	30	445	456	467	479	22	23
Mixed Race	6	16	447	453	465	474	18	21
White	98	181	471	470	489	494	18	22
ELL								
SpEd	23	46	451	445	462	467	11	22
EcoDis	39	74	451	448	466	471	15	23

6th Grade iReady Math Data 2022-2023							
Ethnographic Data	# of Students @ IRQ	# of Students District-Wide	Average Score Fall @ IRQ	Average Score Fall District-Wide	Average Score Spring @ IRQ	Average Score Spring District-Wide	Average Growth @ IRQ	Average Growth District-Wide
Total	143	281	488	482	511	506	23	24
Female	86	145	485	480	510	505	25	25
Male	56	134	494	484	513	506	19	22
Asian	8	12	479	479	493	497	14	18
Black	6	20	463	465	489	487	26	22
Hispanic	20	42	477	466	495	489	18	23
Mixed Race	6	11	505	492	519	509	14	17
White	103	195	492	487	516	512	24	25
ELL								
SpEd	18	52	473	458	498	484	25	26
EcoDis	36	92	474	467	493	494	19	27

5th Grade iReady Reading 2022-2023							
Ethnographic Data	# of Students @ IRQ	# of Students District-Wide	Average Score Fall @ IRQ	Average Score Fall District-Wide	Average Score Spring @ IRQ	Average Score Spring District-Wide	Average Growth @ IRQ	Average Growth District-Wide
Total	127	250	563	563	574	580	11	17
Female	43	103	563	562	580	584	17	22
Male	84	147	562	564	572	578	10	14
Asian	3	3	518	518	524	550	6	32
Black	9	22	514	537	514	549	0	12
Hispanic	7	30	543	543	545	558	2	15
Mixed Race	6	14	534	548	539	554	20	6
White	102	181	571	572	585	591	14	19
ELL								
SpEd	24	40	537	542	550	555	13	13
EcoDis	39	69	537	542	548	556	11	14

6th Grade iReady Reading 2022-2023								
Ethnographic Data	# of Students @ IRQ	# of Students District-Wide	Average Score Fall @ IRQ	Average Score Fall District-Wide	Average Score Spring @ IRQ	Average Score Spring District-Wide	Average Growth @ IRQ	Average Growth District-Wide
Total	143	273	592	588	608	600	16	12
Female	87	144	590	588	611	605	21	17
Male	55	127	594	588	604	594	10	6
Asian	8	11	556	561	566	573	10	12
Black	6	20	565	565	592	587	27	22
Hispanic	20	40	574	568	596	580	22	12
Mixed Race	6	11	608	592	625	609	17	17
White	103	190	599	597	613	607	14	10
ELL	0	0						
SpEd	18	44	570	560	580	569	10	9
EcoDis	36	85	567	572	584	587	20	15

4th Grade ORF Data 2022-2023								
Ethnographic Data	# of Students @ IRQ	# of Students District-Wide	Average Words Read Per Minute Fall @ IRQ	Average Words Read Per Minute Fall District-Wide	Average Words Read Per Minute Spring @ IRQ	Average Words Read Per Minute Spring District-Wide	Average Growth (WPM) @ IRQ	Average Growth (WPM) District-Wide
Total	135	296	122	119	153	148	31	29
Female	69	149	128	122	161	152	33	30
Male	66	147	115	116	144	146	29	30
Asian	4	7	104	121	124	162	20	41
Black	10	33	114	108	143	136	29	28
Hispanic	18	38	115	111	141	138	26	27
Mixed Race	6	16	110	112	158	144	48	32
White	97	202	125	123	156	152	31	29
ELL	4	4	71	71	109	109	38	38
SpEd	16	41	105	106	138	138	33	33
EcoDis	34	92	111	111	145	143	34	32

5th Grade ORF 2022-2023							
Ethnographic Data	# of Students @ IRQ	# of Students District-Wide	Average Words Read Per Minute Fall @ IRQ	Average Words Read Per Minute Fall District-Wide	Average Words Read Per Minute Spring @ IRQ	Average Words Read Per Minute Spring District-Wide	Average Growth (WPM) @ IRQ	Average Growth (WPM) District-Wide
Total	132	257	128	128	157	151	29	23
Female	45	105	127	127	159	150	32	23
Male	87	152	128	129	156	152	28	23
Asian	4	5	81	81	113	123	32	42
Black	9	22	87	108	111	129	24	21
Hispanic	7	31	119	117	143	135	24	18
Mixed Race	6	14	109	124	135	140	26	16
White	106	185	135	134	165	158	30	24
ELL	6	6	100	100	98	98	-2	-2
SpEd	26	42	107	111	138	133	31	22
EcoDis	43	74	109	115	139	140	30	25

6th Grade ORF 2022-2023							
Ethnographic Data	# of Students @ IRQ	# of Students District-Wide	Average Words Read Per Minute Fall @ IRQ	Average Words Read Per Minute Fall District-Wide	Average Words Read Per Minute Spring @ IRQ	Average Words Read Per Minute Spring District-Wide	Average Growth (WPM) @ IRQ	Average Growth (WPM) District-Wide
Total	144	277	160	154	188	177	28	23
Female	87	146	161	157	189	181	28	24
Male	56	129	158	150	188	172	30	22
Asian	8	11	144	145	163	168	19	23
Black	6	20	128	134	178	160	50	26
Hispanic	20	40	148	142	183	168	35	26
Mixed Race	6	11	150	157	177	173	27	16
White	104	194	166	159	193	182	27	24
ELL	7	8	138	133	143	134	5	1
SpEd	18	46	149	135	176	157	27	22
EcoDis	37	87	144	145	176	168	32	23

Building Based Goals

Focus Area: Instruction & Curriculum (School Based Planning Teams; Grade Level/Department Meetings; Supervision)

Goal(s):
- Leverage the Data Wise process in order to dig further into data, identify strengths and needs of all learners, and plan to address those needs.

Action Plan *Include targeted instructional practice to examine*	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	**Who is responsible?**		
• Cross-reference Economically Disadvantaged, ELL, SWD, and other disaggregated sub-groups and reference points, including attendance. • Implement Data Wise protocols to conduct data dives into school-wide data—including disaggregated subgroup data—in order to identify and remove barriers to student success. • Identify and implement Tier-1 best practices—including implementation of the WICSD Instructional Model—in support of rigorous instruction for all students. • Identify and implement additional Tier-2 and -3 best practices in support of rigorous instruction for all students. • Create opportunities for grade-level and content-area teams to engage in item and task analysis as part of regular planning	• SBPT minutes and data narrative notes • Faculty meeting agendas and feedback • Classroom- and grade-level vocabulary assessments	• SBPT • Principal • Instructional Staff	Goal: All students—including those in our ELL, Black, and Special Education subgroups—will show growth equal to or greater than the national norm as measured by the iReady Math, iReady Reading, and ORF assessments. Updated Progress:	Goal: All students—including those in our ELL, Black, and Special Education subgroups—will show growth equal to or greater than the national norm as measured by the iReady Math, iReady Reading, and ORF assessments. Updated Progress:

meetings.

Focus Area: Well Being of Self and Community (SEL/Restorative Practices) (Faculty/Department; Supervision)				

Goal(s):
- Create a welcoming and inclusive school community that prioritizes the value and wellness of each individual member through the development and implementation of Restorative Practices, Therapeutic Crisis Intervention (TCI), and the implementation of social-emotional learning curriculum.

Action Plan *Include targeted instructional practice to examine*	**Plan to Assess**		**Mid-Year Goal & Progress**	**End of the Year Goal & Progress**
	How will it be monitored?	**Who is responsible?**		
• Continue to develop and implement Tier-1 Restorative Practices, including the daily use of community circles and other relationship-building protocols, affective language, and the social discipline window. • Create opportunities for students to lead Restorative Practices and protocols at the classroom- and building-level. • Continued implementation of Tier-2 and -3 Restorative Practices, including the use of circles to repair harm and in alignment with the Code of Conduct. • Implement Caring School Community SEL curriculum in order to build welcoming and inclusive classrooms and support the development of students' social and emotional skills.	• Survey data • Referral and discipline data—including suspension data	• Principal • SES Team • Faculty and staff	Goal: • Classroom implementation will show an increase of at least 5 basis points from fall levels as measured by the teacher and staff self-evaluation survey. • Referral and suspension rates will fall by at least 25% from 2022-2023 rate. Updated Progress:	Goal: • Classroom implementation will show an increase of at least 5 basis points from fall levels as measured by the teacher and staff self-evaluation survey. • Referral and suspension rates will fall by at least 25% from 2022-2023 rate. Updated Progress:

Action Plan *Include targeted instructional practice to examine*	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress

- Leverage faculty meetings as an opportunity to build capacity in support of the instruction and implementation of behavior skills, protocols, and strategies—including TCI and zones of regulation

Focus Area: Well Being of Self and Community (SEL/Restorative Practices) (Faculty/Department - Supervision)

Goal(s):

Create a welcoming and inclusive school community that prioritizes the value and wellness of each individual member by building our understanding and implementation of cultural responsive teaching and learning.

Action Plan *Include targeted instructional practice to examine*	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	**Who is responsible?**		
- Develop, enhance, and sustain professional learning in cultural responsive teaching and learning through building-based book study of Hammond's *CRT and the Brain.* - Leverage Learning Walks and Pineapple Walks to highlight culturally-responsive teaching and learning practices. - Develop a deeper understanding of and capacity for implementing the culturally-responsive elements *of identity/connection to self; access and rigor; SEL* and *Funds of Knowledge; self-efficacy*; and *teacher-as-ally/warm demander* into our daily practice.	Anecdotal notes and discussion as part of book study. Faculty meeting agendas and outcomes Learning and pineapple walk artifacts/agendas	Principal SES Team	Goal: All students—including those in our ELL, Black, and Special Education subgroups—will show growth equal to or greater than the national norm as measured by the iReady Math, iReady Reading, and ORF assessments. Updated Progress:	Goal: All students—including those in our ELL, Black, and Special Education subgroups—will show growth equal to or greater than the national norm as measured by the iReady Math, iReady Reading, and ORF assessments. Updated Progress:

Focus Area: Implementation Systems (curricular or instructional shifts/grade level transitions/professional growth)

Goal(s):
- Provide equitable and effective communication among all stakeholders.

Action Plan *Include targeted instructional practice to examine*	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	**Who is responsible?**		
• Review current communication practices. • Gather feedback/input from stakeholders—including students, families, and staff—in order to gain an understanding of desired form and frequency of communication and communication practices • Leverage shared decision making to identify common expectations for effective communication practices	SBPT agendas, notes, and minutes Survey of stakeholders	SBPT Principal	Goal: Provision survey data and identification of expected practices by spring of 2024. Updated Progress:	Goal: Provision survey data and identification of expected practices by spring of 2024. Updated Progress:

Department
Goals and Strategies

Department: STEAM (Math)

Goal #1:
- Prioritize essential standards and use student-centered instruction to deepen students' understanding and improve student outcomes.

Action Plan *Include targeted instructional practice to examine*	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	**Who is responsible?**		
• Increase student mastery and independence through the leveraging of materials provided in I-Ready Math, MEX and MIF to work towards CCLS and WICSD essential standards outcomes. • Increase the amount of time applying mastered skills to real world situations. • Continue spiraling previous learning with new concepts and skills.	• Performance on formative assessments • Teacher observations and student check-ins	• Classroom Teachers • Intervention teachers	Goal: All students—including those in our ELL, Black, and Special Education subgroups—will show growth equal to or greater than the national norm as measured by the iReady Math, iReady Reading, and ORF assessments. Updated Progress:	Goal: All students—including those in our ELL, Black, and Special Education subgroups—will show growth equal to or greater than the national norm as measured by the iReady Math, iReady Reading, and ORF assessments. Updated Progress:

Department: STEAM (Math)

Goal #2:
- Implement essential standards framework when utilizing the I-Ready Math, MEX and MIF resources.

Action Plan *Include targeted instructional practice to examine*	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	**Who is responsible?**		
• Build students' proficiency with the core structures of I-Ready Math, MEX and MIF (utilizing collaborative strategies, heterogeneous and homogeneous grouping, Math Talk, conferencing, etc.) to deepen mathematical understandings. • Provide access to essential standard proficiency and mastery for all students through the use of differentiated learning strategies and materials.	• Performance on formative assessments • Teacher observations and student check-ins	• Classroom Teachers • Intervention teachers	Goal: All students—including those in our ELL, Black, and Special Education subgroups—will show growth equal to or greater than the national norm as measured by the iReady Math assessments.	Goal: All students—including those in our ELL, Black, and Special Education subgroups—will show growth equal to or greater than the national norm as measured by the iReady Math assessments.
			Updated Progress:	Updated Progress:

Department: STEAM (Math)

Goal #3:
▪ Increase student ability to effectively respond to complex problems and utilize sophisticated problem-solving strategies.

Action Plan *Include targeted instructional practice to examine*	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	**Who is responsible?**		
• Apply comprehension techniques to math word problems in order to successfully unpack questions and determine steps needed to solve problems	• Performance on formative assessments • Teacher observations and student check-ins	• Classroom Teachers • Intervention Teachers	Goal: All students—including those in our ELL, Black, and Special Education subgroups—will show growth equal to or greater than the national norm as measured by the iReady Math assessments.	Goal: All students—including those in our ELL, Black, and Special Education subgroups—will show growth equal to or greater than the national norm as measured by the iReady Math assessments.
			Updated Progress:	Updated Progress:

Department: Humanities

Goal #1:
- Student performance in reading will show significant progress toward proficiency in, and mastery of, essential standards as measured by CKLA, Aimsweb, iReady, and other common assessments.

Action Plan *Include targeted instructional practice to examine*	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	**Who is responsible?**		
• Engage all students in research-based and rigorous instructional best practices that promote independence and access to sophisticated reading comprehension skills and strategies for all students. • Leverage the use of common assessments to measure student growth and inform instruction in order to support student access to proficiency in and mastery of essential standards. • Engage students in rigorous and differentiated instruction in word study including spelling patterns, syllable types and word parts including prefixes and suffixes, as well as with vocabulary. • Provide students with opportunities to apply Tier-2 and Tier-3 intervention skills and concepts – including foundational literacy skills and strategies – in their Tier-1 settings.	• Performance on formative and benchmark assessments, progress monitoring assessments, and student goal-setting tools/protocols. • Amplify Skills Boost (when applicable) • Students will engage in goal-setting and self-assessment	• Classroom Teachers • Intervention Teachers • IST/PST Teams • Social Studies TOSA	Goal: All students—including those in our ELL, Black, and Special Education subgroups—will show growth equal to or greater than the national norm as measured by the iReady Reading and ORF assessments. Updated Progress:	Goal: All students—including those in our ELL, Black, and Special Education subgroups—will show growth equal to or greater than the national norm as measured by the iReady Reading and ORF assessments. Updated Progress:

Department: Humanities

Goal #2:
- Create and implement culturally-responsive instructional practices within our humanities curriculum.

Action Plan *Include targeted instructional practice to examine*	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	**Who is responsible?**		
• Continue to make mindful and intentional choices to instructional texts and experiences. • Implement the West Irondequoit CSD Instructional Model and Lesson Plan Template. o Include application of NYS Social Studies Framework into humanities curriculum. • Engage students in opportunities to explore perspectives, bias, and promote criticality. • Collaborate with colleagues to explore and implement best practices and develop instructional experiences that maximize learning for all students.	• Continual examination of classroom libraries, curricular texts, assignments and projects	• Classroom Teachers • Social Studies TOSA	Goal: All students—including those in our ELL, Black, and Special Education subgroups—will show growth equal to or greater than the national norm as measured by the iReady Reading and ORF assessments. Updated Progress:	Goal: All students—including those in our ELL, Black, and Special Education subgroups—will show growth equal to or greater than the national norm as measured by the iReady Reading and ORF assessments. Updated Progress:

Department: STEAM (Science)

Goal #1:
- Increase student use of close reading comprehension strategies to further understand scientific concepts.

Action Plan *Include targeted instructional practice to examine*	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	**Who is responsible?**		
• Collaborate within department-based study groups to analyze, adjust, and implement best practices for Tier-1 instruction. • Design and implement lessons utilizing the *Amplify* curriculum as well as the *Informational* texts.	• Performance on formative assessments • Performance on Theme exams	• Classroom Teachers • Curriculum Supervisor	Goal: Implement lesson(s) anchored in *Informational* text(s). Updated Progress:	Goal: Implement lesson(s) anchored in *Informational* text(s). Updated Progress:

Department: STEAM (Science)				

Goal #2:
- Develop, administer, and analyze formative and summative assessments to monitor student progress and inform instruction within a 3-dimensional classroom.

Action Plan *Include targeted instructional practice to examine*	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
• Develop common formative assessments to measure students' progress toward proficiency in/mastery of the NYSP-12SLS learning standards. • Implementation of the NYS ELS/ILS required Performance Assessments	• Performance on formative assessments • Student tracking folders and Infinite Campus	• Classroom Teachers • Curriculum Supervisor • Lead Teacher	Goal: Develop CFA(s), analyze student performance, and leverage analysis to inform instruction.	Goal: Develop CFA(s), analyze student performance, and leverage analysis to inform instruction.
			Updated Progress:	Updated Progress:

Department: STEAM (Science)

Goal #3:
- Develop and implement lessons based on essential learning standards as outlined in the NYSP-12SLS in order to support mastery and independence for all students, including SWD and ELL subgroups.

Action Plan *Include targeted instructional practice to examine*	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	**Who is responsible?**		
• Design learning experiences that focus on implementing the NYSP-12SLS through 3-dimensional learning. • Engage in collaborative planning based on NYS-12SLS.	• Performance on formative assessments • Teacher observations	• Classroom Teachers • Curriculum Supervisor	Goals: Classroom implementation will show an increase of at least 5 basis points from fall levels as measured by the teacher and staff self-evaluation survey.	Goal: Classroom implementation will show an increase of at least 5 basis points from fall levels as measured by the teacher and staff self-evaluation survey.
			Updated Progress:	Updated Progress:

Department: Special Areas

Goal #1:
- Build rapport and develop positive relationships with students and their families by learning about their interests and inviting them to share their opinions and concerns.

- Find opportunities to address and incorporate their opinions and concerns.

Action Plan *Include targeted instructional practice to examine*	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
• Incorporate "community circles" built into warm up or class introductions at the beginning of lessons for students to share interests, background, etc. • Use gained knowledge of student backgrounds to implement into lessons to draw interest, enhance learning and have students take ownership of learning.	Teacher observations Student surveys Student conferences	Classroom Teachers	Goal: Students will show increased engagement over time as observed by classroom teachers. Updated Progress:	Goal: Students will show increased engagement over time as observed by classroom teachers. Updated Progress:

Department: Special Areas				
Goal #2: Foster High expectations with rigorous instruction through consistent application of Instructional Model.				
Action Plan *Include targeted instructional practice to examine*	**Plan to Assess**		**Mid-Year Goal & Progress**	**End of the Year Goal & Progress**
	How will it be monitored?	**Who is responsible?**		
Implement and engage students with the Instructional Model by… - Introducing skills - Giving students opportunities to attempt skill briefly (warm-up activity) - Identify success criteria by modeling students what success looks like with desired skill - Implement guided and independent practice by sending students back out individually or collaboratively to continue skill development - Highlight/celebrate growth and instruct points of emphasis - Identify snapshot of specifics within a desired skillset and reiterate key points and language through lesson - Share curriculum outline with families	- teacher lecture/demonstration - Exploratory work (individual/ collaborative) - Teacher observation - One on one/ small group instruction	• Classroom Teachers	Goal: Students will show increased engagement over time as observed by classroom teachers. Updated Progress:	Goal: Students will show increased engagement over time as observed by classroom teachers. Updated Progress:

Department: Climate and Culture

Goal: Develop and implement restorative practices through the use of community circles to promote a welcoming and affirming environment for all students.

Action Plan *Include targeted instructional practice to examine*	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	**Who is responsible?**		
• Use community circles, team-building exercises, classroom discussion, and instructional content and practices in order to create opportunities for students to… * Build positive relationships with and among their teachers and peers. * Understand that their experiences and reactions to events may differ depending on their own backgrounds, and experiences. * Take ownership – including leadership roles – in our classrooms and in the building at large. * Take risks and see their mistakes as important steps on the road to success. • Use restorative circles to address misbehavior and problem-solve. • Use of behavioral reflection sheets to further support restorative practices	Teacher observations Student surveys Conferences with students Communication with family and teacher teams Weekly SES team meetings and referrals	Classroom Teachers Principal SES Team SEL Committee	Goal: • Classroom implementation will show an increase of at least 5 basis points from fall levels as measured by the teacher and staff self-evaluation survey. • Referral and suspension rates will fall by at least 25% from 2022-2023 rate. Updated Progress:	Goal: • Classroom implementation will show an increase of at least 5 basis points from fall levels as measured by the teacher and staff self-evaluation survey. • Referral and suspension rates will fall by at least 25% from 2022-2023 rate. Updated Progress:

• Use SES Team referrals to identify students who may need additional support and provide such support.			

Department: Climate and Culture

Goal: Develop a sense of community and belonging through the use of CARE initiatives

Action Plan *Include targeted instructional practice to examine*	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	**Who is responsible?**		
- CARE assembly at the beginning of the year to deepen student understanding related to expected behaviors and character - Create and develop classroom rules related to our CARE initiatives - Student led discussions regarding CARE initiatives to	Behavioral referral data SES meetings CARE letter data	Principal SES Members Classroom Teachers Paraprofessionals	Goal: • Classroom implementation will show an increase of at least 5 basis points from fall levels as measured by the teacher and staff self-evaluation survey.	Goal: • Classroom implementation will show an increase of at least 5 basis points from fall levels as measured by the teacher and staff self-evaluation survey.

increase student ownership and agency - Continuous student reflection on the components of CARE as it directly related to behavior - Communication with all stakeholders regarding the CARE program			• Referral and suspension rates will fall by at least 25% from 2022-2023 rate.	• Referral and suspension rates will fall by at least 25% from 2022-2023 rate.
			Updated Progress:	Updated Progress: