

MICIP Portfolio Report

Caniff Liberty Academy

Goals Included

Active

- 8% increase in Math on M-STEP
 - ELA M-Step Increase of 8%
-

Buildings Included

Open-Active

- Caniff Liberty Academy
-

Plan Components Included

Goal Summary

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MICIP Portfolio Report

Caniff Liberty Academy

ELA M-Step Increase of 8%

Status: ACTIVE

Statement: Our goal is to raise ELA M-Step scores by 8%

Created Date: 09/04/2025

Target Completion Date: 06/29/2026

Data Set Name: 2025 ELA Data Story

Name	Data Source
2025 M Step ELA	MiSchoolData

Data Story Name: 2025 ELA Data Story

Initial Data Analysis: The 2025 M-STEP results for English Language Arts continue to tell the improved story of Caniff Liberty Academy students as they make steady improvements. ELA results for grades 3-8 were 32% advanced/proficient compared to 29% advanced/proficient in 2024. For grades 3-7, the improvement 28% in 2025 versus 22% in 2024 for advanced and proficient. For grades 3-8 it is a 12% increase in proficiency and for grades 3-7, it is a 30% improvement.

Initial Initiative Inventory and Analysis: What need is being addressed and for whom? What does the evidence indicate so far?

Caniff Liberty Academy has a 66% English Learner population with a wide diversity of immigrant families and students from Bangladesh, Yemen and Ukraine. Our mission as a school is to be able to teach these students how to speak in English and to be successful in both their learning growth and achievement. With direct instruction from high quality curriculum, interventions and targeted supports, we continue to see an upward trajectory in both growth and achievement (proficiency).

What personnel are involved in the implementation? What professional development exists, including coaches and performance feedback?

All instructional leaders and staff are involved in the implementation. The Superintendent of the district sets the vision and goals with buy-in from the building principal, academic deans, instructional coaches, classroom teachers and paraprofessionals. Recent data received from our successful summer enrichment program, Summer Discovery focused on some of the specific instructional coaching our teachers received. That coaching will be extended through the academic school year. In addition, through a new partnership with Caniff's charter authorizer, Sagnaw Valley State University, we will be isolating certain data points with the NWEA assessment for ELA to not only focus on student growth but also achievement. Digital supports through Imagine Learning provide additional targeted interventions as NWEA RIT scores are integrated giving the student a personalized learning pathway.

School leadership and teaching staff are provided professional development directly related to improved ELA instruction and interventions.

How does the district ensure initiatives are adequately resourced throughout the life of a goal?

The district plans and budgets in multiple year cycles in order to provide consistency for instruction as well as financially planning for the resources needed. Caniff will exhaust all Title funding allowable, along with pursuing statewide and county resources. General fund expenditures will be used when all other dollars have been allocated.

How might resource utilization impact a student group?

Without proper planning, a poor use of resources will negatively impact certain groups and for Caniff Liberty Academy, that could mean less resources for EL students. However, due to our mission focused approach, proper resource utilization is a priority.

What implementation and impact measures exist? How have you addressed challenges to equitable implementation and impact?

One of the biggest challenges for implementation, especially for EL students is to have employed certified ESI staff. Caniff Liberty Academy continues to recruit for highly qualified staff to ensure students are receiving the appropriate learning time.

What student supports are in place to help achieve equitable outcomes?

The instructional plan is created and setup so that students can receive differentiated instruction and targeted interventions all informed by data. Using a three week instructional cycle, instructional staff will meet, discuss, plan and re-group students based on previous three weeks data to make any changes necessary.

Resource Allocation Review: 1. What additional perspectives might be necessary to gain a comprehensive understanding of how the allocation and utilization impacts student outcomes?

Beyond internal district and school leadership voices, additional perspectives could come from:

- Families of English Learners (ELs), who can share firsthand how resources impact language acquisition and academic progress.
- Students themselves, particularly those in middle grades, who can provide insight into the effectiveness of interventions and supports.
- Community partners (Bangladesh, Yemeni, Ukrainian organizations) to understand cultural and linguistic needs that influence learning.
- Charter authorizer (SVSU), as they bring an external accountability lens that helps evaluate whether funding decisions are translating into measurable outcomes.

2. What does the district methodology for school funding and comparability report indicate about equitable distribution of resources?

The district uses multi-year budget cycles to ensure consistency and stability of instruction. Title funds are maximized for allowable uses, county and statewide funds are pursued, and general fund expenditures fill gaps. This approach shows an intentional methodology: equity is prioritized by aligning resources directly to the student groups most in need, particularly the 66% English Learner population. Comparability reports would indicate that resources are targeted not evenly, but equitably, ensuring students requiring additional support receive it.

3. What does the data indicate about how the district ensures initiatives are adequately

resourced throughout the life of an initiative?

The ELA proficiency data demonstrates steady gains:

-- Grades 3–8 improved from 29% proficient in 2024 to 32% in 2025.-- Grades 3–7 improved from 22% to 28% proficient, a 30% increase. This improvement suggests that initiatives like direct instruction, coaching, digital supports (Imagine Learning), and data-informed regrouping are adequately resourced and sustained over time. The use of partnerships (e.g., with SVSU) shows a plan for ongoing investment and monitoring.

4. What does the data indicate about any current work that may be under-resourced?
One area identified as under-resourced is the recruitment and retention of certified ESL staff. While Caniff Liberty Academy continues to make gains through curriculum, coaching, and digital supports, the shortage of certified ESL teachers represents a structural gap. Without this, equitable implementation of interventions for EL students is more difficult.

5. What student group or school might be most impacted by an insufficiency of resources?
The English Learner population (66% of the student body) is most at risk if resources are insufficient. EL students require differentiated instruction, targeted interventions, and certified staff. Without adequate allocation, this group could fall behind in both growth and proficiency. Given the school's mission to serve immigrant and multilingual families, resource gaps would disproportionately harm the very population the school is designed to serve.

6. What might need further exploration to understand the impact of resource allocation and use?

Areas for further exploration include:

-- How resource allocation influences EL students' performance over multiple years, not just annually.-- How Caniff's allocation compares with similar schools in Michigan serving large EL populations.-- Understanding how students perceive supports and whether they feel connected, safe, and academically supported.-- Which interventions (e.g., Imagine Learning, coaching cycles, Summer Discovery) yield the highest return on investment for both growth and proficiency.

Gap Analysis: The current gap that exists is primarily due to a large EL population (66%) and the challenges of being able to hire and retain qualified ESL instructors. For example, there is an approximate 10-12% gap between the proficiency percentage of Caniff Liberty Academy and Wayne County and Statewide results. With the right approach and a continued focus, we believe that gap can be closed.

District Data Story Summary: What strengths or opportunity for growth have been identified? Are the diverse needs of all students, including those at greatest risk, being addressed through identified strategies? If not, why not?

Strengths Identified

-- ELA Achievement Gains: A steady increase in advanced/proficient scores – 32% (2025) vs. 29% (2024) for grades 3–8, and a 30% improvement for grades 3–7.-- Mission Alignment: Instructional strategies are explicitly designed for the 66% English Learner population, directly addressing the school's most at-risk group.-- Integrated Supports: Use of data-driven interventions, high-quality curriculum, and Imagine Learning pathways ensures personalized learning.

Opportunities for Growth

-- Certified ESL Staff: Recruitment and retention of highly qualified ESL teachers remains a

challenge, limiting equitable access to specialized instruction.— Sustaining Growth into Middle Grades: Gains are notable in grades 3–7, but the trajectory into grade 8 and beyond requires close monitoring.

Are Needs Being Addressed? Yes, the needs of students at greatest risk (ELs, immigrant populations) are central to the strategy. However, the shortage of certified ESL staff means needs are not fully met yet.

Are there duplicative services, programs, and supports attempting to address the same problem? If so, which are more effective, which are less so, and which are best aligned to other district initiatives?

Direct instruction, instructional coaching, Imagine Learning, and NWEA-informed regrouping are well aligned, reinforcing one another rather than competing. These supports work together to ensure students—particularly English Learners—receive targeted interventions that are responsive to data and instructional needs. The strongest results come from coaching directly tied to NWEA data and embedded in the three-week instructional cycle, which creates a consistent, measurable approach to growth and proficiency.

However, potential overlap exists between Summer Discovery and school-year interventions, as both emphasize coaching and targeted instruction. While both are effective, it is essential to ensure they are intentionally connected so they build on one another rather than operating in silos. Enrichment opportunities are most effective when aligned with district initiatives, such as the SVSU partnership for data isolation and Imagine Learning integration, which provide scalable and measurable outcomes.

Is there a braiding or blending of funding across the various programs and efforts? Is the greatest amount of funding being applied to those with the greatest need?

The district takes a strategic, layered approach to funding by first leveraging Title dollars, then county and statewide resources, and finally general fund expenditures. This intentional braiding of federal, state, and local funds ensures that core English Language Arts initiatives remain sustainable. Title funding supports interventions, the SVSU partnership enhances assessment analysis, and general fund resources provide stability in staffing and curriculum.

Funding is prioritized for English Learner students, who make up two-thirds of the school population and represent the greatest need. While resources are aligned to support this group, the ongoing challenge of recruiting and retaining certified ESL staff highlights an area where additional investment is required. Directing more funding toward staffing incentives and retention strategies will be critical to sustaining equitable outcomes for EL students.

How is the district collecting data from those who are impacted by its strategies/ initiatives? What does that data say?

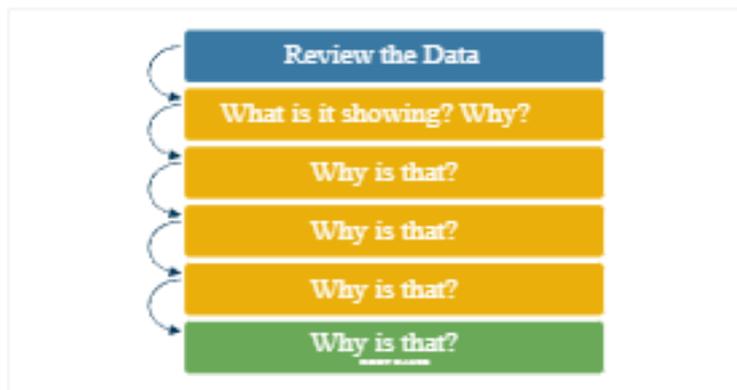
The district collects data through multiple channels to ensure a comprehensive understanding of student progress and program effectiveness. Academic data, including NWEA assessments, M-STEP scores, and Imagine Learning RIT-pathways, provide measurable indicators of growth and proficiency. Program data from the Summer Discovery initiative further informs instructional coaching, while staff feedback from professional development and coaching notes adds insight into classroom implementation. In addition, family and community engagement—particularly with

immigrant groups from Bangladesh, Yemen, and Ukraine—offers valuable perspectives on how resources and strategies are impacting students.

This collective data paints a clear picture: steady gains in proficiency confirm that interventions are working, while consistent feedback highlights the ongoing challenge of recruiting certified ESL staff. At the same time, results validate that targeted supports and well-aligned resources are driving both growth and achievement, ensuring that the district’s mission of supporting English Learners remains central to its success.

Analysis:

Root Cause



Five Whys

- Why: Caniff Liberty Academy serves a diverse student body, with 66% of students identified as English Learners, primarily from Bangladeshi, Yemeni, and Ukrainian backgrounds. The school’s mission is to provide students with both English proficiency and academic achievement through targeted instruction, interventions, and a culture of high expectations. Recent M-STEP and NWEA data highlight both areas of progress and the persistent challenges that shape the school’s trajectory. The data shows steady improvement in English Language Arts. In 2025, 32% of students in grades 3–8 achieved advanced or proficient levels, up from 29% the previous year. For grades 3–7, proficiency rose from 22% in 2024 to 28% in 2025—a 30% improvement. These gains are a direct result of aligned strategies:
 1. Instructional coaching tied to NWEA data and embedded in a three-week cycle.
 2. Targeted interventions delivered through Imagine Learning, creating personalized learning pathways.
 3. Professional development and coaching extending from summer programs into the school year.
 4. Strategic partnerships with Saginaw Valley State University to isolate data points and strengthen accountability.
 Despite these gains, the data also reveals structural barriers. The shortage of certified ESL staff remains a critical challenge, limiting the depth and consistency of language acquisition instruction. While funding is braided across Title, state, and local sources to prioritize EL students, resource limitations and staffing constraints restrict the ability to scale effective practices. Additionally, ensuring continuity between summer interventions and school-year supports requires ongoing coordination to avoid duplication or silos. To sustain and accelerate progress, Caniff Liberty Academy will:
 1. Prioritize ESL staff recruitment and retention, potentially through targeted incentives and partnerships.
 2. Deepen alignment of programs by ensuring summer and school-year interventions are fully integrated.
 3. Continue leveraging partnerships and data systems

to track both growth and achievement, ensuring resources remain tied to measurable outcomes.4. Engage families and community voices to validate that strategies are addressing the lived needs of students and immigrant families.

- Why: The Caniff Liberty Academy data story is in its current state because the school has deliberately aligned its strategies and resources to its mission of serving English Learners, while at the same time contending with systemic barriers that affect implementation. The upward trajectory in M-STEP and NWEA results is the product of strong, mission-driven practices: data-informed regrouping cycles, targeted instructional coaching, and personalized learning supports through tools like Imagine Learning. The district has also braided federal, state, and local funds to ensure programs are adequately resourced, and has created structures (such as partnerships with SVSU and professional development pipelines) that reinforce instructional quality. These choices explain why achievement is improving and why interventions appear effective in both growth and proficiency measures.

At the same time, the story also reflects resource and staffing constraints. Recruiting and retaining certified ESL teachers has proven difficult, creating a gap between the school's vision and its ability to fully deliver specialized language instruction. While duplication of services is minimal, ensuring continuity between summer and school-year programs is still a work in progress, and without seamless alignment, some interventions risk operating in silos. Family and community input confirms both the progress being made and the areas still under strain, particularly the shortage of qualified staff. Taken together, the data shows a school that is moving in the right direction because of strong systems and intentional planning, but whose growth is tempered by challenges in staffing capacity and long-term sustainability.

- Why: The Caniff Liberty Academy data story is where it is because the school has been intentional in aligning resources, programs, and instructional practices to its mission of serving a predominantly English Learner population. Gains in M-STEP proficiency are a result of strong systems—coaching tied to NWEA data, personalized supports through Imagine Learning, and a three-week instructional cycle that keeps interventions responsive and measurable. Funding has been braided across federal, state, and local sources, ensuring that EL students—who represent two-thirds of the school—receive prioritized supports. This thoughtful alignment explains why student achievement has shown steady improvement.

At the same time, the story reflects the limits of capacity and staffing. Recruiting and retaining certified ESL teachers has been difficult, leaving a gap between strategy and full implementation. While programs like Summer Discovery extend learning, ensuring they connect seamlessly with school-year initiatives remains a challenge. Family and staff feedback consistently highlight this staffing shortage as the main barrier. In short, the data looks the way it does because strong, mission-driven strategies are driving growth, but systemic constraints in human capital and long-term resourcing temper the pace of progress.

- Why: The data story for Caniff Liberty Academy is in this state because the school has invested in aligned, mission-driven strategies that prioritize its English Learner population, leading to steady improvements in proficiency. Data-informed coaching, targeted interventions, and braided funding streams have created consistency and

measurable gains. At the same time, structural challenges—particularly the shortage of certified ESL teachers and the need for seamless integration between programs—limit how fully these strategies can be delivered. In other words, the upward trend exists because strong systems are in place, but the rate of growth is shaped by resource and staffing constraints that require continued focus.

- Why: The data story at Caniff Liberty Academy is in this state because the school has strategically aligned its instructional practices and funding to support English Learners, which has produced measurable gains in proficiency. However, the pace of improvement is moderated by systemic barriers—chiefly the shortage of certified ESL teachers and the challenge of sustaining seamless alignment across programs. In short, results are improving because the right systems are in place, but progress is constrained by capacity and staffing limits.
- Why: Instruction, coaching, budgets, resources are all aligned,

Challenge Statement: If the district has the ability to recruit and hire three new ESL teachers, it will greatly improve the teaching and opportunities for students to reach new successes.

Strategies:

(1/1): Imagine Learning - Language & Literacy

Owner: Dr. Randy Speck

Start Date: 09/05/2025

Due Date: 06/28/2026

Summary: Imagine Language & Literacy is the only personalized learning program that accelerates both language and literacy skills development side by side. Direct, explicit, and systematic instruction and practice ensure students learn critical skills in four language domains. Personalized learning pathways adapt automatically to maximize engagement and progress, accelerating to match a cognitive leap or adjusting when a student needs extra scaffolding and support.

Buildings: All Active Buildings

Total Budget: \$25,000.00

- At Risk (31-A) (State Funds)

Communication:

Method

- School Board Meeting
- Presentations

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Use of Imagine Learning in Daily Five	Dr. Randy Speck	09/05/2025	06/28/2026	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				

8% increase in Math on M-STEP

Status: ACTIVE

Statement: Our goal is to use targeted instruction to have an increase of 8% in Math for M-STEP.

Created Date: 09/05/2025

Target Completion Date: 06/29/2026

Data Set Name: 2025 Math Data Story

Name	Data Source
2025 Math M-STEP	MiSchoolData

Data Story Name: 2025 Math Data Story

Initial Data Analysis: The 2025 M-STEP results for Math continue to tell the improved story of Caniff Liberty Academy students as they make steady improvements. MATH results for grades 3-8 were 33% advanced/proficient compared to 30% advanced/proficient in 2024.

Initial Initiative Inventory and Analysis: What need is being addressed and for whom? What does the evidence indicate so far?

Caniff Liberty Academy has a 66% English Learner population with a wide diversity of immigrant families and students from Bangladesh, Yemen and Ukraine. Our mission as a school is to be able to teach these students how to speak in English and to be successful in both their learning growth and achievement. With direct instruction from high quality curriculum, interventions and targeted supports, we continue to see an upward trajectory in both growth and achievement (proficiency).

What personnel are involved in the implementation? What professional development exists, including coaches and performance feedback?

All instructional leaders and staff are involved in the implementation. The Superintendent of the district sets the vision and goals with buy-in from the building principal, academic deans, instructional coaches, classroom teachers and paraprofessionals. Recent data received from our successful summer enrichment program, Summer Discovery focused on some of the specific instructional coaching our teachers received. That coaching will be extended through the academic school year. In addition, through a new partnership with Caniff's charter authorizer, Saginaw Valley State University, we will be isolating certain data points with the NWEA assessment for Math to not only focus on student growth but also achievement. Digital supports through IXL provide additional targeted interventions as NWEA RIT scores are integrated giving the student a personalized learning pathway. School leadership and teaching staff are provided professional development directly related to improved Math instruction and interventions.

How does the district ensure initiatives are adequately resourced throughout the life of a goal?

The district plans and budgets in multiple year cycles in order to provide consistency for instruction as well as financially planning for the resources needed. Caniff will exhaust all Title funding allowable, along with pursuing statewide and county resources. General fund expenditures will be used when all other dollars have been allocated.

How might resource utilization impact a student group?

Without proper planning, a poor use of resources will negatively impact certain groups and for Caniff Liberty Academy, that could mean less resources for EL students. However, due to our mission focused approach, proper resource utilization is a priority.

What implementation and impact measures exist? How have you addressed challenges to equitable implementation and impact?

One of the biggest challenges for implementation, especially for EL students is to have employed certified ESI staff. Caniff Liberty Academy continues to recruit for highly qualified staff to ensure students are receiving the appropriate learning time.

What student supports are in place to help achieve equitable outcomes?

The instructional plan is created and setup so that students can receive differentiated instruction and targeted interventions all informed by data. Using a three week instructional cycle, instructional staff will meet, discuss, plan and re-group students based on previous three weeks data to make any changes necessary.

Resource Allocation Review: 1. What additional perspectives might be necessary to gain a comprehensive understanding of how the allocation and utilization impacts student outcomes?

Beyond internal district and school leadership voices, additional perspectives could come from:

-- Families of English Learners (ELs), who can share firsthand how resources impact language acquisition and academic progress.-- Students themselves, particularly those in middle grades, who can provide insight into the effectiveness of interventions and supports.-- Community partners (Bangladesh, Yemeni, Ukrainian organizations) to understand cultural and linguistic needs that influence learning.-- Charter authorizer (SVSU), as they bring an external accountability lens that helps evaluate whether funding decisions are translating into measurable outcomes. 2. What does the district methodology for school funding and comparability report indicate about equitable distribution of resources?

The district uses multi-year budget cycles to ensure consistency and stability of instruction. Title funds are maximized for allowable uses, county and statewide funds are pursued, and general fund expenditures fill gaps. This approach shows an intentional methodology: equity is prioritized by aligning resources directly to the student groups most in need, particularly the 66% English Learner population. Comparability reports would indicate that resources are targeted not evenly, but equitably, ensuring students requiring additional support receive it.

3. What does the data indicate about how the district ensures initiatives are adequately resourced throughout the life of an initiative?

The Math proficiency data demonstrates steady gains:

Grades 3–8 improved from 30% proficient in 2024 to 33% in 2025. This improvement suggests that initiatives like direct instruction, coaching, digital supports (Imagine Learning), and data-informed regrouping are adequately resourced and sustained over time. The use of partnerships (e.g., with SVSU) shows a plan for ongoing investment and monitoring. 4. What does the data indicate about any current work that may be under-resourced?

One area identified as under-resourced is the recruitment and retention of certified ESL

staff. While Caniff Liberty Academy continues to make gains through curriculum, coaching, and digital supports, the shortage of certified ESL teachers represents a structural gap. Without this, equitable implementation of interventions for EL students is more difficult.

5. What student group or school might be most impacted by an insufficiency of resources? The English Learner population (66% of the student body) is most at risk if resources are insufficient. EL students require differentiated instruction, targeted interventions, and certified staff. Without adequate allocation, this group could fall behind in both growth and proficiency. Given the school's mission to serve immigrant and multilingual families, resource gaps would disproportionately harm the very population the school is designed to serve.

6. What might need further exploration to understand the impact of resource allocation and use?

Areas for further exploration include:

- Longitudinal outcomes: How resource allocation influences EL students' performance over multiple years, not just annually.
- Comparative analysis: How Caniff's allocation compares with similar schools in Michigan serving large EL populations.
- Student voice and engagement: Understanding how students perceive supports and whether they feel connected, safe, and academically supported.
- Program effectiveness: Which interventions (e.g., Imagine Learning, coaching cycles, Summer Discovery) yield the highest return on investment for both growth and proficiency

Gap Analysis: The need to have high quality ESL instructors is an area that Caniff is working hard on to ensure that academic gaps are closing and having additional ESL instructors is a big part of that.

District Data Story Summary: Caniff Liberty Academy serves a diverse student body, with 66% of students identified as English Learners, primarily from Bangladeshi, Yemeni, and Ukrainian backgrounds. The school's mission is to provide students with both English proficiency and academic achievement through targeted instruction, interventions, and a culture of high expectations. Recent M-STEP and NWEA data highlight both areas of progress and the persistent challenges that shape the school's trajectory.

StrengthsThe data shows steady improvement in English Language Arts. In 2025, 33% of students in grades 3–8 achieved advanced or proficient levels, up from 30%. These gains are a direct result of aligned strategies:

- Instructional coaching tied to NWEA data and embedded in a three-week cycle. -- Targeted interventions delivered through Imagine Learning, creating personalized learning pathways. -- Professional development and coaching extending from summer programs into the school year. -- Strategic partnerships with Saginaw Valley State University to isolate data points and strengthen accountability.

Despite these gains, the data also reveals structural barriers. The shortage of certified ESL staff remains a critical challenge, limiting the depth and consistency of language acquisition instruction. While funding is braided across Title, state, and local sources to prioritize EL students, resource limitations and staffing constraints restrict the ability to scale effective practices. Additionally, ensuring continuity between summer interventions and school-year supports requires ongoing coordination to avoid duplication or silos.

To sustain and accelerate progress, Caniff Liberty Academy will:

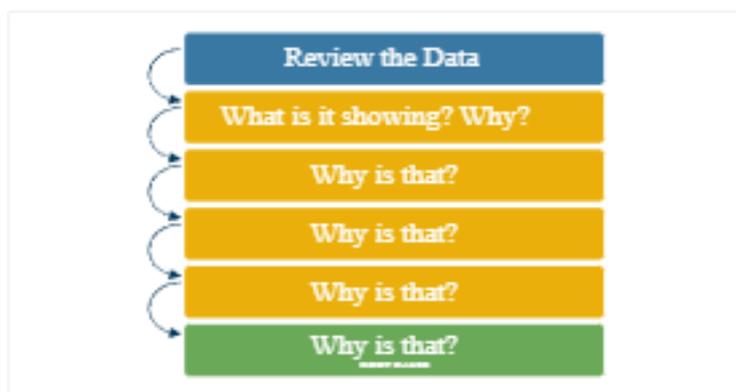
- Prioritize ESL staff recruitment and retention, potentially through targeted incentives and

partnerships.-- Deepen alignment of programs by ensuring summer and school-year interventions are fully integrated.-- Continue leveraging partnerships and data systems to track both growth and achievement, ensuring resources remain tied to measurable outcomes.-- Engage families and community voices to validate that strategies are addressing the lived needs of students and immigrant families.

In summary: The current data story at Caniff Liberty Academy reflects measurable progress born from intentional, mission-aligned strategies, while also highlighting the structural barriers of staffing and sustainability that must be addressed for continued growth.

Analysis:

Root Cause



Five Whys

- Why: The current data story at Caniff Liberty Academy reflects measurable progress born from intentional, mission-aligned strategies, while also highlighting the structural barriers of staffing and sustainability that must be addressed for continued growth.
- Why: The Caniff Liberty Academy data story is in its current state because the school has deliberately aligned its strategies and resources to its mission of serving English Learners, while at the same time contending with systemic barriers that affect implementation. The upward trajectory in M-STEP and NWEA results is the product of strong, mission-driven practices: data-informed regrouping cycles, targeted instructional coaching, and personalized learning supports through tools like Imagine Learning. The district has also braided federal, state, and local funds to ensure programs are adequately resourced, and has created structures (such as partnerships with SVSU and professional development pipelines) that reinforce instructional quality. These choices explain why achievement is improving and why interventions appear effective in both growth and proficiency measures.

At the same time, the story also reflects resource and staffing constraints. Recruiting and retaining certified ESL teachers has proven difficult, creating a gap between the school's vision and its ability to fully deliver specialized language instruction. While duplication of services is minimal, ensuring continuity between summer and school-year programs is still a work in progress, and without seamless alignment, some interventions risk operating in silos. Family and community input confirms both the progress being made and the areas still under strain, particularly the shortage of qualified staff. Taken together, the data shows a school that is moving in the right direction because of strong systems and intentional planning, but whose growth is

tempered by challenges in staffing capacity and long-term sustainability.

- **Why:** The Caniff Liberty Academy data story is where it is because the school has been intentional in aligning resources, programs, and instructional practices to its mission of serving a predominantly English Learner population. Gains in M-STEP proficiency are a result of strong systems—coaching tied to NWEA data, personalized supports through Imagine Learning, and a three-week instructional cycle that keeps interventions responsive and measurable. Funding has been braided across federal, state, and local sources, ensuring that EL students—who represent two-thirds of the school—receive prioritized supports. This thoughtful alignment explains why student achievement has shown steady improvement.

At the same time, the story reflects the limits of capacity and staffing. Recruiting and retaining certified ESL teachers has been difficult, leaving a gap between strategy and full implementation. While programs like Summer Discovery extend learning, ensuring they connect seamlessly with school-year initiatives remains a challenge. Family and staff feedback consistently highlight this staffing shortage as the main barrier. In short, the data looks the way it does because strong, mission-driven strategies are driving growth, but systemic constraints in human capital and long-term resourcing temper the pace of progress.

Challenge Statement: If the district has the ability to recruit, hire and retain highly qualified ESL staff, then the students, especially the EL students will achieve at a faster pace.

Strategies:

(1/1): **Reveal Math K-8**

Owner: Dr. Randy Speck

Start Date: 09/05/2025

Due Date: 06/28/2026

Summary: Drive conceptual understanding and mastery in your classroom with Reveal Math—a balanced core curriculum that implements both activity-based and teacher-guided instructional strategies to develop the problem solvers of tomorrow. The program’s flexible structure reveals a world of possibilities—both for teachers as they determine which path to choose and students as they discover math all around them. Combined with the latest ©2025 curriculum updates that unify the program for K–5 and 6–8, Reveal Math ensures that every student receives an enhanced, cohesive learning experience for the entirety of their K–8 learning journey.

Buildings: All Active Buildings

Total Budget: \$50,000.00

- General Fund (Other)

Communication:

Method

- School Board Meeting
- Presentations

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Tier One Instruction	Dr. Randy Speck	09/05/2025	06/28/2026	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				