Program Evaluation

Bangor Middle School

Bangor Public Schools (Van Buren)

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Program Evaluation Tool

Introduction

Evaluation of strategies, programs, and initiatives to accelerate achievement and close achievement gaps is a key step in the continuous school improvement process. In addition, all federal programs (Title I Part A, C, and D; Title II, and Title III) require annual evaluation, especially when federal and/or state funds are used to support such efforts. More importantly, evaluation represents good practice and will likely improve outcomes. The Program Evaluation Tool can be used both during implementation to make mid-course corrections as well as following implementation to identify why results turned out as they did and how to improve implementation that will lead to increased student achievement.

Strategy/ Program/ Initiative Description

What is the name of the strategy/ program/ initiative being evaluated?

Mathematics-- Imagine Learning: Math

Provide a detailed description of the strategy/ program/ initiative being evaluated.

350 students from grades 5-8. Math is taught during seminar daily in all grade-levels. The implementation began in September and will run through June. Delta Math is being used as our assessment tool. Imagine Math was also used as a computer adaptive program to show student growth over the course of the school year. Teachers within the Math department implemented and monitored progress for all students.

What is the need being addressed by the strategy/ program/ initiative?

1. During a period of 15 weeks, 159 students took both benchmark assessments, and showed growth trajectories* of: - General Population = +1.5 years - General Population and 20 Attempted Lessons= +3.6 years - Students Measuring Far Below Basic on Benchmark 1 = +2.0 years
*As Measured by Metametrics Quantile Velocity Norms

2. As of April 17, Bangor students completed lessons at the following metrics: - Student Accounts = 380 - Active Students = 352 - Students with 20+ Lessons Attempted = 56 - Students with 10-19 Lessons Attempted = 185 - Students with 1-9 lessons Attempted = 111 - Total Lessons Completed = 3,810 - Avg Lessons Per Student = 10.8

3. Students at Bangor Middle School have used 1,165 Math Helps Imagine Math Academic Growth Analysis - General Population Students: 159 - Avg date of Benchmark 1 (B1): 12/2/18 - Avg date of Benchmark 2 (B2): 3/20/18 - Time between B1 to B2 (weeks): 15 - Average Quantile Measure for B1: 447Q - Average Quantile Measure for B2: 481Q - Overall Quantile Growth (points): 34Q - Avg Weekly Quantile Growth: 2.3 - Expected Quantile Velocity Norm: 1.5

What is the reason for selecting the strategy/ program/ initiative including intended results?

S - Increase in growth and proficiency for state and local assessments.
M - We will increase in Math growth on the NWEA MAP assessment from Fall to Spring meeting projected growth measurements as set forth for Grades 5-8
5 - 8.6
6 - 6.6
7 - 5.3
8 - 3.7

A - Students at Bangor Middle School will utilize Imagine Learning 3-4 days a week to reach 20 attempted lessons within the school year.

R - This goal will allow us to show an increase in Math achievement at the Middle School. Our school improvement team has identified Mathematics as the number 1 focus through intervention.

T - Students will complete 20 lessons by the end of the 2018-2019 school year.

Cite the research supporting the strategy/ program/ initiative, including a brief summary of research findings and targeted population.

Texas SUCCESS Comprehensive Evaluation Report - for the Texas Education Agency. Authors - Marshall Garland, Joseph Shields, Eric Booth, Shana Shaw, Karin Samii-Shore
Submitted by: Gibson Consulting Group.

https://cdn-websites.imaginelearning.com/corporate/sites/default/files/2017-12/Texas%20SUCCESS%20Comprehensive%20Evaluation%20Report_0.pdf

1) Readiness: What is the readiness for implementing the strategy/ program/ initiative?

IN AN IDEAL STRATEGY/ PROGRAM/ INITIATIVE, stakeholders are well-prepared to implement the program. They have read and can articulate the research foundation, and regularly use the terms in conversation with each other, students, and with parents. Staff, students and parents express a high level of interest in, support for and commitment to the program. Specific concerns have been identified and solutions have been planned/ implemented. Staff is able to seamlessly integrate the program within the context of other building/district initiatives.

Overall Rating: 3.0

Statement or Question:a) What is the evidence regarding stakeholder (staff/ students/ parents) understanding of the need as well as stakeholder ability to articulate the reason for the choice of the strategy/ program/ initiative?

Response:

- •Meeting agendas/minutes
- •Books/papers about the program
- •School Improvement Plan elements
- •Professional development materials
- •Conference/workshop attendance
- •Data collection plan; data analysis work
- •School improvement team agendas

What does the evidence show regarding stakeholder (staff/ students/ parents) understanding of the need as well as stakeholder ability to articulate the reason for the choice of the strategy /program/ initiative?

The evidence shows that according to the NWEA MAP, students at Bangor Middle School fall primarily in the Lo percentile for Math achievement: (Spring 2018)

5th - 73% Lo Ave to Lo.

6th - 81% Lo Ave to Lo.

7th - 77% Lo Ave to Lo.

8th - 60% Lo Ave to Lo.

Statement or Question:b) What is the evidence regarding stakeholders (staff/ students/ parents) having a shared vision and strong commitment to the strategy/ program/ initiative?

Response:

- •Meeting agendas/minutes
- •Books/papers about the program
- •School Improvement Plan elements
- •Professional development materials
- •Conference/workshop attendance
- •School improvement team agendas

What does the evidence show regarding stakeholders (staff, parents, students) having a shared vision and strong commitment to the strategy/ program/ initiative?

The evidence among stakeholders regarding a shared vision is to increase academic achievement.

Statement or Question:c) What is the evidence regarding how stakeholder (staff, parents, students) concerns were identified and addressed?
Response:

- •Staff surveys
- •Professional development materials
- •Data collection plan; data analysis work
- •Stakeholder survey results

What is the evidence regarding how stakeholder (staff, parents, students) concerns were identified and addressed?

Stakeholders concerns were poor academic achievement for staff, students and parents. Staff expressed concerns in staff meetings and professional development. Parents concerns were heard through strategic planning and parent surveys. Students were involved through data collection.

Statement or Question:d) What is the evidence regarding the ability of staff and administrators to integrate the strategy/ program/ initiative with existing work?
Response:

- •Meeting agendas/minutes

What does the evidence show regarding the ability of staff and administrators to integrate the strategy/ program/ initiative with existing work?

Imagine Learning fits into our current work as we focus to identify strengths and weaknesses through MTSS and Delta Math. Administration and teachers created a Seminar section within the school day to address needs of students in the realm of Math.

	Statement or Question	Response	Rating
	Given the evidence you've assembled, choose one overall self-assessment of the readiness for implementing the strategy/ program/ initiative.	Support and commitment were generally high, but some concern or work remains.	3

What action steps are needed to increase readiness to implement the strategy/ program/ initiative?

Action steps to increase readiness in implementation are the following:

1) further buy in from staff

2) further buy in from students

3) data collection and shared results

4) More time to reach 20 lessons per student

2) Knowledge and Skills: Did staff and administrators have the knowledge and skills to implement the strategy/ program/ initiative?

IN AN IDEAL STRATEGY/ PROGRAM/ INITIATIVE, personnel are able to clearly articulate what successful implementation looks and sounds like and how specific practices will change as a result of its implementation. Staff and administrators can articulate specific outcomes and specific criteria for evaluation. Personnel can demonstrate their ability to apply the knowledge and skills required to successfully implement with fidelity, and professional learning opportunities are provided to address gaps in knowledge and skills.

Overall Rating: 3.0

Statement or Question:a) What is the evidence regarding staff and administrators' plan for how practice would change as a result of the strategy/ program/ initiative?

Response:

- •Minutes of professional conversations
- •Superintendent or administrator observations/walkthroughs
- •Professional learning agendas, sign-in sheets

What does the evidence show regarding staff and administrators' plan for how practice would change as a result of the strategy/ program/ initiative?

The evidence shows that less time is needed for Imagine Math. The teaching staff feels that 55 minutes was to long each day. We have reduced this for 2019-2020 to 25 minutes of intervention. Also. the teaching staff felt that class sizes were to large. Student will be broken up by ability according to the NWEA MAP assessment and placed with all teachers on a rotating basis.

Statement or Question:b) What is the evidence regarding administrator knowledge of and ability to monitor and assess the effectiveness of the strategy/ program/ initiative?

Response:

- •Superintendent or administrator observations/walkthroughs
- •Program simulations, administrator observations

What does the evidence show regarding administrator knowledge of and ability to monitor and assess the effectiveness of the strategy/ program/ initiative?

Administrator knowledge is being trained through MTSS and collecting teacher feedback. Each year we work through discussion and collaboration of our intervention classes. We continuously seek to provide opportunities for students to achieve at higher standards in Math and ELA.

Statement or Question:c) What is the evidence regarding the sufficiency of opportunities for staff to learn the knowledge and skills identified as essential (the non-negotiable or acceptable variations of the elements) to the strategy/ program/ initiative?
Response:

- •Minutes of professional conversations
- •Self-assessment checklists
- •Professional learning agendas, sign-in sheets

What does the evidence show regarding the sufficiency of opportunities for staff to learn the knowledge and skills identified as essential (the non-negotiable or acceptable variations of the elements) to the strategy/ program/ initiative?

The staff has held learnings ongoing throughout the 2018-2019 school year. We met through the MTSS teamings at the ISD 4 times this year and continued discussions through our school improvement team. Our outcomes were to identify 10 essential standards in Math and ELA. Receive coaching in Math from KRESA. Utilizing Imagine Learning as a tool to show growth and progress monitor. Collect data and reward students growth were teacher mind sets.

Statement or Question:d) What is the evidence regarding staff ability to apply the acquired knowledge and skills?
Response:

- •Self-assessment checklists
- •Professional learning agendas, sign-in sheets

What does the evidence show regarding staff ability to apply the acquired knowledge and skills?

Staff's knowledge and ability to acquire skills for students was conducted through professional development

	Statement or Question	Response	Rating
	Given the evidence you've assembled, choose one overall self-assessment of the participants' knowledge and skills to implement the strategy/ program/ initiative.	Much knowledge and skill were evident, but few skills (or some knowledge bases) still need work.	3

What action steps are needed to improve participants' knowledge and skills?

1) Professional Development on Imagine Learning.

2) Time to have students work in the program.

3) Consistency across teachers and students.

4) Identifying sub-groups with common abilities.

3) Opportunity: Was there opportunity for high quality implementation of the strategy/ program/ initiative?

IN AN IDEAL STRATEGY/ PROGRAM/ INITIATIVE, building and district administrators provide significant support for project implementation. Sufficient funds have been allocated and continue to be managed by building principal and or program director. Adequate resources are available for full implementation including time for staff collaboration in various forms. Clearly defined structures/protocols are in place to collect and review formative implementation data.

Overall Rating: 3.0

Statement or Question:a) What is the evidence regarding the sufficiency of administrative support to achieve the intended results?

Response:

- •Agendas/minutes
- •Focus group and/or anonymous surveys
- •Logs, school schedules
- •Inventories
- •Curriculum pacing guides
- •Collaboration models (such as Professional Learning Communities, Collaborative Action Research, Lesson Study Teams)

What does the evidence show regarding the sufficiency of administrative support to achieve the intended results?

Administrative support was guidance and assistance within the Imagine Math Learning program. A group of team leaders were selected to support the "system." Substitute teachers were used to give time to create a model of essentials and work programs for this intervention along with the software program.

Statement or Question:b) What is the evidence regarding the sufficiency of opportunities for on-going professional learning, including modeling and coaching?

Response:

- •Agendas/minutes
- •Focus group and/or anonymous surveys
- •Logs, school schedules
- •Curriculum pacing guides
- •Collaboration models (such as Professional Learning Communities, Collaborative Action Research, Lesson Study Teams)

What does the evidence show regarding the sufficiency of opportunities for on-going professional learning, including modeling and coaching?

Professional learning is consistent within the Math department. Professional learning was discussed at school improvement meetings, staff meetings and within the MTSS focus group. Based on these discussions, support was given to teachers who taught a Seminar intervention.

Statement or Question:c) What is the evidence regarding the sufficiency of resources - including financial, time and personnel - to achieve the intended results?

Response:

- •Email correspondence
- •Focus group and/or anonymous surveys
- •Curriculum pacing guides
- •Collaboration models (such as Professional Learning Communities, Collaborative Action Research, Lesson Study Teams)
- •Staff meeting results

What does the evidence show regarding the sufficiency of resources - including financial, time, and personnel - to achieve the intended results?

The financial source for Imagine Learning was a grant to the District for the 2018-2019 school year. Time was given to staff in a variety of ways to collaborate. Including, but not limited to, professional development, MTSS, school improvement, staff meetings, coaching from KRESA and substitute teachers for the day to collaborate.

Statement or Question:d) What is the evidence regarding the sufficiency of opportunities for staff collaboration to support implementation of the strategy/program/initiative?

Response:

- •Agendas/minutes
- •Focus group and/or anonymous surveys
- •Logs, school schedules
- •Curriculum pacing guides
- •Collaboration models (such as Professional Learning Communities, Collaborative Action Research, Lesson Study Teams)

What does the evidence show regarding the sufficiency of opportunities for staff collaboration to support implementation of the strategy/ program/ initiative?

Collaboration occurred frequently. Multiple meetings were set up throughout the year to collaborate in a variety of ways with the teaching staff.

Statement or Question:e) What is the evidence regarding structures being in place to collect and review implementation data?
Response:

- •Agendas/minutes
- •Focus group and/or anonymous surveys

- Logs, school schedules
- Curriculum pacing guides
- Collaboration models (such as Professional Learning Communities, Collaborative Action Research, Lesson Study Teams)
- Staff meeting results

What does the evidence show regarding structures being in place to collect and review implementation data?

Structure is in place to review data submitted electronically by Imagine Learning.

1. During a period of 15 weeks, 159 students took both benchmark assessments, and showed growth trajectories*

of:

- General Population = +1.5 years

- General Population and 20 Attempted Lessons= +3.6 years

- Students Measuring Far Below Basic on Benchmark 1 = +2.0 years

*As Measured by Metametrics Quantile Velocity Norms

2. As of April 17, Bangor students completed lessons at the following metrics:

- Student Accounts = 380

- Active Students = 352

- Students with 20+ Lessons Attempted = 56

- Students with 10-19 Lessons Attempted = 185

- Students with 1-9 lessons Attempted = 111

- Total Lessons Completed = 3,810

- Avg Lessons Per Student = 10.8

3. Students at Bangor Middle School have used 1,165 Math Helps

Imagine Math Academic Growth Analysis

- General Population Students: 159

- Avg date of Benchmark 1 (B1): 12/2/18

- Avg date of Benchmark 2 (B2): 3/20/18

- Time between B1 to B2 (weeks): 15

- Average Quantile Measure for B1: 447Q

- Average Quantile Measure for B2: 481Q

- Overall Quantile Growth (points): 34Q

- Avg Weekly Quantile Growth: 2.3

- Expected Quantile Velocity Norm: 1.5

	Statement or Question	Response	Rating
	Given the evidence you've assembled, choose one overall self-assessment of the opportunity for high quality implementation.	Many necessary resources were aligned with program goals, but more are needed.	3

What action steps are needed to ensure opportunity for high quality implementation?

Collaboration among all stakeholders.

More time on the software program for achievement results.

4) Implementation with Fidelity: Was the strategy/ program/ initiative being implemented as intended?

IN AN IDEAL STRATEGY/ PROGRAM/ INITIATIVE, all personnel involved in the program implement the strategies with fidelity according to the research, carrying out responsibilities by their proposed timelines. They use clearly defined protocols to collect and review formative implementation data to identify unintended consequences. Program leaders consider adjustments guided by implementation data while maintaining the integrity of results.

Overall Rating: 3.0

Statement or Question: a) What is the evidence regarding a process being in place to monitor fidelity of implementation of the non-negotiable or acceptable variations of the elements of the strategy/ program/ initiative, including timelines and responsibilities?

Response:

- •Principal's walkthroughs
- •Number of staff implementing with fidelity
- •Collegial observations/visits
- •Training agendas & material
- •Program Time Line

What does the evidence show regarding the fidelity of implementation of the non-negotiable or acceptable variations of the elements of the strategy/ program/ initiative, including timelines and responsibilities?

Fidelity of staff implementation was through weekly updates from Imagine Learning. As the administrator, I was able to see student success and usage of Imagine learning weekly. I was able to pull reports to see which students were attempting to make progress to the best of their ability. School improvement team members continues to collaborate and alter assessments and instruction to meet the needs of the students.

Statement or Question: b) What is the evidence regarding positive or negative unintended consequences that may have occurred, if any?

Response:

- •Principal's walkthroughs
- •Number of staff implementing with fidelity

What does the evidence show regarding positive or negative unintended consequences that may have occurred, if any?

Positive consequences were used to motivate students through achievement. Students were able to feel like adequate progress made was achieving goals. Negative consequences were meeting

Statement or Question: c) What do implementation data and student achievement results suggest for implementing/modifying the strategy/ program/ initiative?

Response:

•Number of staff implementing with fidelity

•Focus group interviews

•Collegial observations/visits

•Program Time Line

How might these affect the integrity of the results?

The program, Imagine Learning, was implemented with fidelity. As the school year carried on, multiple conversations and observations allowed for great feedback to all stakeholders. The results indicated that some changes were needed to see better results from students and staff. Through staff meetings and school improvement meetings, we discussed a variety of ways to modify or change seminar for 2019-2020. Some of these changes include more teachers teaching seminar, less time for instruction, and more time on the software program that shows results of an increase in student achievement.

	Statement or Question	Response	Rating
	Given the evidence you've assembled, choose one overall self-assessment of the fidelity of high quality implementation.	Critical elements have been implemented, but work on consistency and depth remains.	3

What action steps are needed to ensure faithful implementation of program plans?

1. More teachers teaching Seminar.

2. More classroom observations of staff.

3. Student effort and progress monitoring.

4. Collaboration and communication from all stakeholders.

Impact: What was the impact of the strategy/ program/ initiative on students?

IN AN IDEAL STRATEGY/ PROGRAM/ INITIATIVE, the school's achievement results on state or district wide assessments meet proficiency standards. Achievement gaps between each of the relevant subgroups and their counterparts have been narrowed as proposed in the School Improvement Plan's measurable objectives. Interim assessment results indicate progress toward proficiency for all students to the satisfaction of all stakeholders.

a) What is the evidence and what does it show regarding achievement of the measurable objective for all students when compared to baseline state and local data?

159 students completed two Imagine Learning benchmark assessments with an average of 15 weeks between tests. The benchmark assessments are aligned to Quantile measures and based off the Quantile Framework for Mathematics.
- The Quantile Framework's Incremental Velocity Norms expects an average of 1.5Q points per week of growth. These students are measuring 2.3 points per week.
- At this academic trajectory, it will take students an average of 34 weeks to achieve 1 year of academic growth or 94% of a full school year implementation.

- 159 students completed two benchmarks and measured a Performance Level. These Performance Levels are readiness bands that track growth.
- 3 students joined the Proficient/Advanced Performance Level.
- Far Below Basic students decreased from 75 to 55 students. This is a 27% decrease in movement.

- 15 students from the General Population have attempted 20 lessons, and completed two Imagine Learning benchmark assessments, with an average of 15 weeks between tests.
- The Quantile's Framework's Incremental Velocity Norms expects an average of 1.6Q points per week of growth. These students are measuring 5.7 points per week.
- At this academic trajectory, it will take students an average of 15 weeks to achieve 1 year of academic growth or 41% of a full school year implementation.

75 students were initially measured as Far Below Basic on Imagine Learning's benchmark assessment and averaged 16 weeks between tests.
- The Quantile's Framework's Incremental Velocity Norms expects an average of 1.5Q points per week of growth. These students are measuring 3.0Q points per week.
- At this academic trajectory, it will take students an average of 26 weeks to achieve 1 year of academic growth or 72% of a full school year implementation.
- 35% of students who initially tested at Far Below Basic Levels are no longer testing at that level.

- 35% of students moved 1 performance level
- All students are given a minimum 90 days inbetween test dates.

b) What is the evidence and what does it show regarding achievement of the measurable objective for subgroups and their counterparts when compared to baseline state and local data?

MiSchool Data:

Entity Breakdown

Location Type	Location Name	Assessment	Subject	Grade Level Content	Number Students Advanced or Proficient	Number Advanced	Number Proficient	Number Partially Proficient	Number Not Proficient	Partially or Not Proficient	Number Assessed	Mean Scaled Score	Standard Deviation
Statewide	Statewide	M-STEP	Mathematics	5th Grade Content	37,429	18,070	19,359	31,036	40,592	71,628	109,057	1487.1	26.4
Statewide	Statewide	M-STEP	Mathematics	6th Grade Content	37,588	17,382	20,206	33,624	37,577	71,201	108,789	1587.8	25.8
Statewide	Statewide	M-STEP	Mathematics	7th Grade Content	38,560	17,602	20,958	30,192	39,248	69,440	108,000	1688.1	26.6
Statewide	Statewide	M-STEP	Mathematics	8th Grade Content	37,102	19,687	17,415	28,744	44,537	73,281	110,383	1787.5	27.0
ISD	Van Buren ISD	M-STEP	Mathematics	5th Grade Content	357	146	211	382	414	796	1,153	1487.3	23.9
ISD	Van Buren ISD	M-STEP	Mathematics	6th Grade Content	364	176	188	374	410	784	1,148	1587.4	24.3
ISD	Van Buren ISD	M-STEP	Mathematics	7th Grade Content	369	139	230	377	467	844	1,213	1686.1	24.2
ISD	Van Buren ISD	M-STEP	Mathematics	8th Grade Content	286	142	144	315	561	876	1,162	1783.3	24.2
School	Bangor Middle School	M-STEP	Mathematics	5th Grade Content	2	0	2	19	53	72	74	1468.4	16.6
School	Bangor Middle School	M-STEP	Mathematics	6th Grade Content	5	0	5	36	45	81	86	1575.0	17.8
School	Bangor Middle School	M-STEP	Mathematics	7th Grade Content	7	1	6	29	45	74	81	1672.5	20.2
School	Bangor Middle School	M-STEP	Mathematics	8th Grade Content	11	1	10	14	41	55	66	1777.6	18.7

This information explains that Bangor Middle School tends to fall below state averages in Mathematics when comparing state and local data.Areas of focus include:
Mathematics Overall Math Concepts and Procedures, Math Problem Solving/Modeling and Data Analysis, Math Communicating and Reasoning.

c) What is the evidence and what does it show regarding stakeholder (staff/ students/ parents) satisfaction with the results?

Stakeholders Involved:

Pam Hoehn - Currciulum Coordinator for Building.
Lindsay Harroff - Math Department Chair
Alicia Williams - Math Teacher
Mike Dandron - Administrator
Cheryl-Marie Manson - ISD MTSS Support
Donna Rummel - Bangor Curriculum Director
Richard Bitzer - Interventionist/Teacher

Kit Coggins- Interventionist/Teacher

Roberta Davison- Interventionist/Teacher

Amanda Ferris- Interventionist/Teacher

Jason Maynard- Interventionist/Teacher

Patti Mitchell- Interventionist/Teacher

Alex Packer- Interventionist/Teacher

Sally Raasch- Interventionist/Teacher

All students - Took Seminar as an intervention 1 hour each day.

	Statement or Question	Response	Rating
	d) Were the objectives for this strategy/ program/ initiative met?	Yes	N/A

Impact Conclusion

Statement or Question: Should the strategy/ program/ initiative be continued or institutionalized?

Response:

- Yes

a) What is the evidence and what does it say regarding whether this was the right strategy/ program/ initiative to meet your needs?

The evidence in data shows that Imagine Learning increased student performance in the field of Mathematics when students put forth 20 lessons or more.

b) What is the evidence and what does it say regarding whether the benefits of the strategy/ program/ initiative are sufficient to justify the resources it requires?

As data becomes available in the Fall of 2019-2020, this data will allow us to see a growth in Math Achievement at the State level.

According to local assessment (NWEA MAP), students in grades 5 and 8 showed an increase in average RIT scores from the Fall to Spring. The 7th graders showed no gain. While the 6th graders showed a loss in RIT growth lowering their average percentile from 2 to 1.

c) What adjustments, if any, might increase its impact while maintaining its integrity?

Adjustments being made are smaller class sizes, more time on task and more teachers teaching Seminar.

d) What is needed to maintain momentum?

Teacher buy in and students support is needed to maintain or gain momentum in Imagine Learning.

e) How might these results inform the School/District Improvement Plan?

Within our School Improvement Plan, our team has identified Math as our biggest weakness. We are focusing on increasing math proficiency while offering more time on task for all students.

Report Summary

Scores By Section

Section Score

	1	2	3	4

1) Readiness: What is the readiness for implementing the strategy/ progra...   3

2) Knowledge and Skills: Did staff and administrators have the knowledge a...   3

3) Opportunity: Was there opportunity for high quality implementation of the strateg...   3

4) Implementation with Fidelity: Was the strategy/ program/ initiative bei...   3

Sections