



District Improvement Plan

Kenowa Hills Public Schools

Mr. Gerald Hopkins, Superintendent
2325 4 Mile Rd Nw
Grand Rapids, MI 49544-9703

TABLE OF CONTENTS

Introduction.....	1
 Improvement Plan Stakeholder Involvement	
Introduction.....	3
Improvement Planning Process.....	4
 2019-20 Kenowa Hills Public Schools District Improvement Plan	
Overview.....	7
Goals Summary.....	8
Goal 1: All students will score proficient in math.....	9
Goal 2: All students will score proficient in science.....	30
Goal 3: All students will score proficient in social studies.....	52
Goal 4: All students will score proficient in English language arts.....	72
Activity Summary by Funding Source.....	95
Activity Summary by School.....	170

Introduction

The District Improvement Plan (DIP) has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Parent and community members are recruited by building teacher and administrators. The district meetings are scheduled in late afternoons to accommodate the schedules of all members. Meeting dates and invites are created in August prior to school starting and distributed to all members.

KHPS has School Improvement Teams at each building and representatives from those teams attend our District School Improvement Team Meetings. School improvement plans start at the building level with a team of building staff and parents working to create the building school improvement plans. The buildings bring their school improvement plans to the district for review and discussion at the District School Improvement Team Meetings. School improvement building teams also work together on their plans to align our district goals in each building. The district plan is written up and presented to the district team for final approval.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Member	Title
Brett Zuver	- High School Principal
Annette Bell	- High School Chair
Abby Wiseman	- Middle School Principal
Ryan Levitt	- Middle School Chair
Jason Snyder	- Alpine Principal
Ryan Zajdel	- Alpine Chair
Ross Willick	- Zinser Principal
Wendy Gravelyn	- Zinser Chair
Cherie Horner	- Central Principal
Char Hartley	- Central Chair
Dan Brant	- ECC Principal & Sped Director
Cindy Woodworth	- ECC Chair
Kristin Holt	- Elementary Parent
Carol Ganville, Scott Berg, Jill Cook	- KHPS Parents
Jerry Hopkins	- Superintendent
John Gilchrist	- Director of Finance
Mike Burde	- Assistant Superintendent
Mike Roland	- Director of Technology

Cindy Ruscett - Coordinator of Assessment & Achievement

District Improvement Plan

Kenowa Hills Public Schools

Jane VanderKlok - KHEA/Special Education

Delia Bush - KHEA Representative

Nancy Nadler - KHSSA

Jared Herron - Pathways High School Principal

Heather Blase - KHSSA Representative

All members have input and voting rights on all issues. Each member has input on the district improvement plan through meetings and discussions throughout the school year.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final District Improvement Plan was presented to the District School Improvement Team for review and discussion. The District School Improvement Team came to consensus to accept the DIP as written. Stakeholders are updated about the DIP through information relayed in our District Strategic Plan. The District Strategic Plan outlines the goals of the DIP and informs all stakeholders of the district progress towards meeting those goals. The DIP is reviewed quarterly by district staff for review and adjustment needed. The District School Improvement Team gets monthly updates on the progress of the DIP at our monthly DSI meetings.

2019-20 Kenowa Hills Public Schools District Improvement Plan

Overview

Plan Name

2019-20 Kenowa Hills Public Schools District Improvement Plan

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will score proficient in math.	Objectives: 2 Strategies: 3 Activities: 36	Academic	\$643040
2	All students will score proficient in science.	Objectives: 2 Strategies: 3 Activities: 37	Academic	\$592540
3	All students will score proficient in social studies.	Objectives: 2 Strategies: 3 Activities: 33	Academic	\$491665
4	All students will score proficient in English language arts.	Objectives: 2 Strategies: 3 Activities: 35	Academic	\$548865

Goal 1: All students will score proficient in math.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency via numbers, measurement, data and statistics, algebra, geometry and probability in Mathematics by 06/05/2020 as measured by the state assessment.

Strategy 1:

Development of a Competency-Based Personalized Learning System of Education - The competency-based personalized learning system of education is at the heart of Kenowa Hills Public School's District Improvement Plan. This system is an innovative, cutting-edge approach for personalization with anytime, anywhere, and anypace learning. This system of education challenges the systemic elements of the traditional education system by re-engineering instruction to focus on competency-based instruction supported by a deep commitment to children – that every child will learn, that every child can meet high standards, and that every child can succeed in life.

Kenowa Hills Public Schools began building the foundation for transition to a competency-based personalized learning system of education in partnership with the Re-Inventing Schools Coalition (RISC) in 2012. The RISC approach is a comprehensive, well-articulated approach to competency-based reform that is supported by more than 35 years of research on best practices in helping all students reach high levels of academic and personal excellence. Its framework is a learner-centered, competency-based system rather than a teacher-driven, Carnegie unit or time-based system. In a traditional education system, time is the constant and learning is the variable; in a competency-based system, learning is the constant and time is the variable. In 2016, Kenowa Hills partnered with KnowledgeWorks as they are a leader in competency-based education. Title IIA grant funds were used to contract a part-time personalized learning coach from KnowledgeWorks to work with our staff and administration. In 2018-19, our district wrote a State grant and was awarded funds to contract a full-time competency-based coach from a district in Maine. Maine's RSU2 District has been a leader in implementing competency-based education. One of their retired principals works with our administrators and staff to help them continue to create a competency-based system of education for Kenowa Hills Public Schools. In 2019-20 KHPS plans to continue their work in becoming a competency-based system utilizing competency-based coaching and creating essential standards and life skills to create future competencies.

Competency-based personalized learning offers a great deal of promise and possibility to address the district's educational goals to: 1) ensure equity for all learners; 2) better engage each learner to achieve at higher levels; and 3) prepare all learners to be critical/creative thinkers and self-directed life-long learners.

Category: Career and College Ready

Research Cited: Competency-based personalized learning is built on core findings from syntheses of Effective Schools research conducted since the 1970s that support the idea that all children can learn and that schools have within their control the factors needed to ensure that students master required content (Marzano, 2007; Marzano, 2000, Good & Brody, 1986) Results of studies conducted with schools using the RISC model has demonstrated positive outcomes for districts implementing it. In a study conducted by Marzano Research Laboratory (Haystead, 2010) comparing RISC and non-RISC schools, results suggest that students in RISC schools are 37% more likely to score proficient or above on state tests for reading, 54% more likely to score proficient or above in writing, and 55% more likely to score proficient or above in mathematics.

Districts that have committed to competency-based education have seen results. Chugach School District in Alaska, one of the first districts to embrace competency-based education, transformed its schools. Within 5 years, average student achievement rose from the bottom quartile to the 72nd percentile; the percentage of students participating in college entrance exams rose from 0% to more than 70% by 2000 (DeLorenzo et al., 2008). Lindsay Unified in the Central Valley of California is showing early indicators that they are also on the way to higher achieving schools. Proficiency rates in English Language Arts for 9th graders increased from 29% in 2009 to 41% in 2012 (www.lindsay.k12.ca.us).

The positive research behind this competency-based model led the Robert Marzano Research Laboratory to purchase it in 2015 from the Re-Inventing Schools Coalition. Robert Marzano is a leading educational researcher with proven results with helping schools achieve higher levels of academic success. Marzano's High Reliability Schools Framework incorporates 40 years of educational research pertaining to highly effective schools. Using the framework and indicators, districts and schools can drive permanent, positive, and significant impacts on student achievement by synthesizing multiple complex initiatives into one harmonious system. This framework has helped us to create a highly effective competency-based personalized learning system for all students.

Research Cited: Maximizing Competency Education and Blended Learning: Insights from Experts, CompetencyWorks Issue Brief (March 2015) by Susan Patrick and Chris Sturgis. •A K–12 Federal Policy Framework for Competency Education: Building Capacity for Systems Change by Maria Worthen and Lillian Pace, February 2014. •Delorenzo, Richard A., and Wendy Battino. Delivering on the promise: The education revolution. Solution Tree Press, 2013. •Bramante, Fred & Colby, Rose, Off the Clock: Moving Education from Time to Competency, Corwin, 2012. •Marzano, Robert, "A Handbook for High Reliability Schools, The Next Step in School Reform", Marzano Research, 2014. •Sturgis, C. (2015). Implementing Competency Education in K-12 Systems: Insights from Local Leaders. CompetencyWorks. Retrieved from <https://www.inacol.org/resource/implementing-competency-education-in-k-12-systems-insights-from-localleaders/>.•Sturgis, C. and Jones, A. (2017). In Pursuit of Equality: A Framework for Equity Strategies in Competency-Based Education. CompetencyWorks. Retrieved from <https://www.inacol.org/resource/in-pursuit-of-equality-guiding-principles-for-equitystrategies-in-personalized-competency-based-education/>

Tier: Tier 1

Activity - Gradual Release of Responsibility (GRR) Instructional Model Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

Our district vision is aligned with the Marzano High Reliability Schools Framework. The framework speaks to the need to have a research-based instructional model as an essential element of Level 2: Effective Teaching in Every Classroom. In 2019-20 our teachers will continue to receive professional development from our instructional coaches surrounding our district instructional model, Gradual Release of Responsibility (GRR). The 2019-20 goal is to have 100% of staff implementing highly effective collaborative learning activities in their classrooms. Teacher evaluations will continue to be based on teachers showing growth in the area of implementing the GRR instructional model. Staff professional development will involve "Classroom Learning Labs", Instructional Coaching, and Professional Learning Community times. Highly effective collaborative learning leads to higher order thinking skills which are essential for students to be college and career ready.	Teacher Collaboration, Professional Learning, Career Preparation /Orientation, Technology, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	No Funding Required	All K-12 Instructional and Administrative Staff
Schools: All Schools								

Activity - Learning Management System (LMS) Professional Development and Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In 2018-19 we had a group of 40 teacher implementing a new LMS called Canvas by Instructure. The early implementation team used Canvas throughout 2018-19 and provided feedback on areas of improvement and needs for future training. In August of 2019 the entire K-12 staff will receive training related to using Canvas as their new LMS. Canvas will support our teachers in personalizing learning for all students. This LMS will help support Marzano's High Reliability Schools Level 4: Standards-referenced reporting along with helping teachers personalize instruction for Level 5: Competency-based Education.	Parent Involvement, Professional Learning, Technology, Curriculum Development	Tier 1	Implement	08/26/2019	06/01/2020	\$7000	General Fund	All K-12 Instructional and Administrative Staff.
Schools: All Schools								

Activity - KnowledgeWorks Personalized Learning Instructional Coaching and Professional Development - Title II Part A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

Coaching and professional development services facilitate our continued implementation of a personalized learning system of education. KnowledgeWorks Coaching services will include: 1) Professional development for Kenowa Hills Instructional Coaches surrounding personalized learning, 2) Strategic planning with the district improvement and school improvement teams. 3) Building and district level analyses and reports surrounding personalized learning implementation; including strengths and areas for continued growth. 4) Professional development for Kenowa Hills teacher leadership teams surrounding personalized learning and the continuous cycle of strategic planning. Each building and the district have created Personal Mastery Action Plans addressing the 5 levels of Marzano's High Reliability Schools. Personal Mastery Coaching is Level 5 in Marzano's Hierarchy of High Reliability Schools Framework.	Teacher Collaboration, Parent Involvement, Policy and Process, Professional Learning, Technology, Curriculum Development, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$2700	General Fund	Personalized Learning Coach, PreK-12 Teaching Staff and Administrators
Schools: All Schools								

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop). Each building administers surveys to parents, staff and students to honor Stakeholder Voice. Each building has a feedback loop associated with sharing the survey results. Stakeholder voice and choice is Level 5 in Marzano's Hierarchy of High Reliability Schools.	Community Engagement, Teacher Collaboration, Parent Involvement, Policy and Process, Technology	Tier 1	Implement	08/26/2019	06/05/2020	\$0	No Funding Required	All Kenowa Hills Staff and Administrators
Schools: All Schools								

Activity - Competency-Based Personalized Learning On-Site Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

In 2018-19 we employed a competency-based on-site year round coach to help us take the next steps in becoming a competency-based system of education. The resident CBE specialist will work with administrators, staff, parents, and the CBE Consortium to help us plan for our implementation of personal mastery. 2018-19 goals were to define our KHPS essential standards for ELA, Math, Social Studies and Science. In 2019-20 we will continue this essential standards work with our elective courses. This activity falls under the Level 5 of the High Reliability Framework by Marzano Research. Defining essential standards is a prerequisite to writing competencies.	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$23750	General Fund	Instructional Coaches, Personalized Learning Coach and Classroom Teachers
Schools: All Schools								
Activity - Middle School Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kenowa Hills Middle School has implemented a program to help schedule students for additional academic intervention or enrichment called Flex Scheduler. The Middle School is moving to trimesters in 2019-20 to offer more student choice in courses. New course offerings include Environmental Studies, Odyssey of the Mind, Yoga, Spanish, Virtual Reality Cultural Studies, Technology and STEM. Funding includes start up costs for materials for the new courses. Schedules meeting student needs is Level 5: Personal Mastery; in the Hierarchy of High Reliability Schools Framework.	Academic Support Program	Tier 1	Implement	08/26/2019	06/05/2020	\$2500	General Fund	Middle School Principal and staff
Schools: Kenowa Hills Middle School								
Activity - Safe and Orderly Environment - Capturing Kids' Hearts - Title IIA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Capturing Kids' Hearts is an evidence-based program to provide strategy and training for all staff to achieve success in their classrooms. Capturing Kids' Hearts is an immersive, participatory experience. Teachers, staff, and administrators learn and practice skills including: How to build meaningful, productive relationships with every student, how to use the EXCEL Model of teaching to create a safe, effective environment for learning, how to develop self-managing, high-performing classrooms using team-building skills and a Social Contract, and high payoff techniques for dealing with conflict, negative behavior, and disrespect issues. This program is part of Level 1: Safe and Orderly Environment; Marzano's Hierarchy of High Reliability Schools. All KHPS staff will be involved in the Capturing Kids Hearts training in August 2019.	Behavioral Support Program	Tier 1	Implement	08/21/2019	06/05/2020	\$30525	General Fund	All KHPS staff including bus drivers and paraprofessionals.
Schools: All Schools								

District Improvement Plan

Kenowa Hills Public Schools

Activity - K-12 21st Century Report Card and Transcript Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In 2019-20 report card teams of teacher leaders and administrators will be created to review our KHPS reporting process and transcripts. There will be a grades K-5 team and a grades 6-12 team. These teams will be working on the High Reliability Schools Framework Level 5: Competency-Based Education. The goal of the teams will be to create a transparent reporting system for all stakeholders that focuses on what academic standards a student has mastered along with career ready skills being reported separately. Schools: All Schools	Community Engagement, Policy and Process, Academic Support Program, Technology	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$500	General Fund	Teacher leaders and administrators

Activity - Habits of Mind - Middle School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Middle School is implementing the "Habits of Mind" of work and life related skills. The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome. Schools: Kenowa Hills Middle School	Teacher Collaboration, Behavioral Support Program, Policy and Process, Academic Support Program, Professional Learning, Technology, Materials	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$250	General Fund	Middle school teachers and administrators

Strategy 2:

A Guaranteed and Viable Curriculum (GVC)2 - The essential components of a GVC include: 1) essential content identified for all students; 2) adequate time for students to master the essential content; 3) both instruction and assessment that is aligned with the essential content; 4) consistent use of vocabulary used in all classes (regardless of teacher, building, or course section); and 5) a focus on student achievement goals and targets.

The KHPS GVC will be a written curriculum that incorporates the district's expectations for good instruction, essential content, and affirm our shared vision. Based on state and national standards and feedback from all KHPS stakeholders, the curriculum will be structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum will reflect a commitment to equity, diversity and address the wide range of needs and abilities of all students.

In order to assure coherence across the entire system, district leaders have established a vision of powerful teaching and learning in collaboration with all stakeholders.

District Improvement Plan

Kenowa Hills Public Schools

The district will provide direction, assistance and resources to align, support, and enhance all parts of the system in seeking to successfully achieve our vision.

Focus areas for 2019-20 based on our District CNA data will be the implementation of math and science curriculum materials using the essential standards for all courses along with common assessments including performance assessments. Math professional development and coaching support for mathematics instruction will be another focus for 2019-20.

A guaranteed and viable curriculum is the variable most strongly related to student achievement at the school level. (Marzano, DeFour 2011)

Category: Career and College Ready

Research Cited: Research Cited: •Marzano, R. J. (2003). What works in schools: Translating research into action. Alexandria, Va: Association for Supervision and Curriculum Development. What Works in Schools (ASCD, 2003) • DuFour, R., & Marzano, R. J. (2011). Leaders of learning: How district, school, and classroom leaders improve student achievement. Bloomington, IN: Solution Tree Press. •What Works in Schools (ASCD, 2003) •Correlates of Effective Schools (Lezotte, n.d.)

Tier: Tier 1

Activity - Professional Learning Communities (PLC's)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Kenowa Hills will continue to promote and support the Professional Learning Community model of collaboration and professional growth. Four guiding questions will guide KHPS PLC teams: 1) what curriculum do we want students to know; 2) how will we know when they have learned it; 3) how will we respond when students do not learn the intended curriculum; and 4) how will we respond when students already know the intended curriculum. Teacher collaboration around data is essential to student achievement.</p> <p>KHPS will provide regular PLC time through an early student dismissal process. PLC teams are organized by grade level at the elementary level and department at the secondary level. The PLCs focus on data, curriculum standards and assessments</p> <p>Schools: All Schools</p>	Teacher Collaboration, Professional Learning, Technology, Curriculum Development	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	No Funding Required	All KHPS Certified and Administrative Staff

Activity - K-12 Essential Standards Leadership Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

In 2018-19, teams of teachers representing PreK-12 classes went through a protocol with our competency-based education coach to determine essential standards for the core subject areas. Substitutes replace teachers so they are able to meet in K-12 curriculum teams to determine and align essential standards. In 2019-20, our elective course teachers will use the same protocol with our competency-based coach to define essential standards for their classes. All essential standards will be defined by June 2020. The next step in the work will be to create competencies for each grade and course.	Teacher Collaboration, Policy and Process, Technology, Curriculum Development, Materials, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$1000	General Fund	K-12 Teachers and Administrators
Schools: All Schools								
Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. The lab classroom provides an authentic opportunity for colleagues to see highly effective instruction in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving. In 2019-20 the focus of classroom learning labs will be examples of personal mastery in the classroom. This also includes school climate, our instructional model, focus on essential standards and assessments, which are all part of our buildings personal mastery action plans.	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$1250	General Fund	Instructional Coaches, PreK-12 Teaching Staff and Administrators
Schools: All Schools								
Activity - STEM Academy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Kenowa Hills Public Schools

<p>In fall of 2016, KHPS implemented a STEM Academy class for 7th and 9th graders. The program has grown each year with refinements to the curriculum and learning environment. Content Teachers and STEM instructors are trained with our Kent Intermediate School District STEM Consultants. They have planned curriculum. Kenowa Hills Public Schools partnered with DeWys Manufacturing and Move Systems to create a state of the art learning experience location. The school will use a 3,324 sq.ft. space under the same roof as an advanced manufacturing company as a location for learning. In 2019-20 the courses will continue to expand with course offerings and additional STEM Lab equipment.</p> <p>Schools: Kenowa Hills High School, Kenowa Hills Middle School</p>	<p>Community Engagement, Teacher Collaboration, Professional Learning, Career Preparation /Orientation, Technology, Curriculum Development, Materials, Direct Instruction</p>	Tier 1	Monitor	08/26/2019	06/05/2020	\$15000	General Fund	Kent ISD STEM consultants, STEM Academy teaching staff and administrators
--	---	--------	---------	------------	------------	---------	--------------	---

Activity - Elementary STEM Specialist Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Our CNA data shows that we have a weakness in science scores at the elementary level. It was decided to try to incorporate more NGSS STEM materials into the elementary curriculum.</p> <p>Two K-5 STEM specialist teachers were hired and will engage in STEM related lessons during the school year which started in February 2018. Kent ISD STEM consultants worked with the specialist STEM staff and created lessons for them to use to integrate STEM into their weekly specialist classes. Each STEM teacher sees each PreK-5 classroom for 45 minutes per week for instruction.</p> <p>Schools: Zinser Elementary School, Alpine Elementary School, Kenowa Hills Central Elementary School</p>	<p>Teacher Collaboration, Professional Learning, Technology, Direct Instruction</p>	Tier 1	Monitor	08/26/2019	06/05/2020	\$7875	General Fund	K-5 STEM teachers, curriculum director

Activity - K-12 Performance Assessment Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

<p>KHPS started a Performance-Based Assessment Team of K-12 teacher leaders in 2018-19 to create performance assessments during professional development time with Jonathan Vander Els, a performance assessment expert. This assessment work is part of Level 3 of Marzano's High Reliability Schools Framework: Guaranteed and Viable Curriculum. Jonathan VanderEls will continue working with teams of teachers during the 2019-20 school year so that all staff will be trained in creating, administering and evaluating performance assessments written to assess essential standards.</p> <p>Schools: All Schools</p>	<p>Teacher Collaboration, Parent Involvement, Academic Support Program, Professional Learning, Career Preparation /Orientation, Technology, Curriculum Development, Direct Instruction</p>	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$3750	General Fund	Teacher leaders from K-12 and administrators
---	--	--------	---------------	------------	------------	--------	--------------	--

Activity - Math Curriculum Study and Implementation Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Kenowa Hills Public Schools has been working on district math programming and materials. Our district CNA shows gaps in math achievement that we are addressing with professional development and research-based math instructional materials. In 2018-19 our grades 6-8 implemented Cengage Big Ideas Math Program to use as their main instructional materials. Also during 2018-19, our high school staff reviewed and researched math materials for high school courses. They also adopted the Cengage Big Ideas Math Program to implement in 2019-20 for algebra and geometry courses. Middle School and High School teachers will continue to receive math instruction training in this program during the 2019-20 school year. The K-5 staff have created a study team and pilot group to research and pilot math programs to implement in 2020-21.</p> <p>Schools: All Schools</p>	<p>Teacher Collaboration, Professional Learning, Technology, Curriculum Development, Materials, Direct Instruction</p>	Tier 1	Implement	08/27/2018	06/05/2020	\$115000	General Fund	K-12 math teachers, assistant superintendent of curriculum and instruction and administrators

Activity - Engineering and Computer Science Courses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

Michigan has new computer science standards released in 2018-19. KHPS understands the importance of our students being career and college ready upon graduation. Two new courses are being created to meet the needs of our students. Intro to Engineering Design and Computer Science Essentials will be offered as courses in 2019-20. The teacher of these courses is receiving professional development in the program Project Lead the Way. This professional development will help him create a relevant and rigorous curriculum for our new courses. Schools: Kenowa Hills High School	Teacher Collaboration, Professional Learning, Technology, Curriculum Development, Materials, Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$16000	General Fund	Teachers and administrators
Activity - MACUL Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A group of teachers will attend the annual MACUL conference in Grand Rapids in 2020. This conference helps our teachers see education from a future technologies view. This professional development opportunity will enable our teachers to learn ways to integrate technology and the MItech standards into their curriculum. Schools: All Schools	Academic Support Program, Professional Learning, Career Preparation /Orientation, Technology, Curriculum Development, Direct Instruction	Tier 1	Implement	03/19/2020	03/20/2020	\$1000	Title IV Part A	Teaching Staff

Measurable Objective 2:

48% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Homeless, Students with Disabilities, English Learners and Two or More Races students will demonstrate a proficiency via numbers, measurement, data and statistics, algebra, geometry and probability in Mathematics by 06/05/2020 as measured by the state assessment.

Strategy 1:

Multi-Tiered System of Supports (MTSS) - Multi-Tiered System of Supports (MTSS) is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on

- providing high quality instruction and interventions based on student needs.
- monitoring progress frequently to make decisions about changes in instruction or goals.
- using data to allocate resources to improve student learning.

MTSS is a continuing cycle during the school year, and even between school years. Information about the student's skills is used to determine when the intervention is successful, or when it needs to be changed or intensified.

Implementation of a MTSS requires the use of a tiered model of intervention. Tier I is the foundation and contains the core curriculum (both academic and behavioral). The core curriculum should be effective for approximately 80% -85% of the students. If a significant number of students are not successful in the core curriculum, It is suggested that instructional variables, curricular variables and structural variables (e.g., building schedules) should be examined to determine where instruction needs to be strengthened, while at the same time addressing the learning needs of the students not being successful. Tier I interventions focus on group interventions for all students and are characterized as preventive and proactive. It is important to note that the core curriculum in one school or district may be different from that in another school or district in order to ensure that 80-85 percent of the students are successful. Student performance and needs is quite variable across schools and a responsive core curriculum will reflect that variability.

Tier II interventions serve approximately 15% of students. Interventions are targeted group interventions. Students at Tier II continue to receive Tier I instruction in addition to Tier II interventions. Based on performance data, students move fluidly between Tier I and Tier II.

Tier III serves approximately 5% of students. Students at this tier receive intensive, individual interventions. Once students reach target skills levels, the intensity and/or level of support is adjusted. These students also move fluidly among and between the tiers.

Category: Learning Support Systems

Research Cited: •Gersten, R., Compton, D. Connor. C.M., Domino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to intervention and multi-tier intervention in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Instate of Education Sciences, U.S. Department of Education.

•Jimerson, S. R., Burns, M. K., & VanDerHeyden, A. M. (2007). Response to intervention at school: The science and practice of assessment and intervention. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (eds.), Handbook of response to intervention: The science and practice of assessment and intervention (pp. 3-9). New York, NY: Springer. NASDSE (2005). Response to intervention: Policy considerations and implementation. Alexandria, VA: NASDSE.

•Hoover, J. J. (2009). Differentiating learning differences from disabilities: Meeting diverse needs through multi-tiered response to intervention. Boston, MA: Allyn & Bacon.

•Fuchs, D., & Fuchs, L. S. (2006). Introduction to response to intervention: What, why, and how valid is it? Reading Research Quarterly, 41 (1), 93-98.

Tier: Tier 2

Activity - Tier II Academic Intervention Specialists - Title I Part A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTS. Our CNA shows gaps in subgroups' achievement. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>*SEE MEGS for total costs</p> <p>Schools: Zinser Elementary School, Alpine Elementary School, Kenowa Hills Central Elementary School</p>	Teacher Collaboration, Academic Support Program, Technology, Direct Instruction	Tier 2	Monitor	08/26/2019	06/05/2020	\$105698	Title I Part A	Academic Intervention Specialists, Elementary Principals, and Director of Curriculum and Instruction
---	---	--------	---------	------------	------------	----------	----------------	--

Activity - High School At-Risk Counselor - Section 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The annual KHPS Section 31a needs assessment (for all students in the district) indicates a need for supplementary social and emotional support at the high school level. A plethora of research suggests that when schools fail to meet students' social and emotional needs, it restricts their access to the intended curriculum.</p> <p>The high school at-risk counselor will work with the population of students identified via the needs assessment who require supplemental social and emotional support. This counselor will not be involved in the traditional counseling duties (such as scheduling, college preparations, testing support). Instead, this employee will exclusively provide support above and beyond the supports that are already being provided by the general fund counselors. At-risk students serviced will include the McKinney Vento students.</p> <p>*SEE MEGS for costs</p> <p>Schools: Kenowa Hills High School</p>	Behavioral Support Program, Career Preparation /Orientation	Tier 2	Monitor	08/26/2019	06/05/2020	\$26500	Section 31a	High School At-Risk Counselor and High School Principal

Activity - Middle School Behavior Interventionist - Section 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

The annual 31a needs assessment (for all students in the district) indicates a need for supplementary behavioral supports at the middle school. The middle school behavior interventionists will provide supplementary behavior interventions to students at the middle school who qualify for 31a services and require additional, supplementary behavioral supports. This staff member will utilize research-based behavior intervention strategies, including restorative justice techniques, in an effort to provide qualifying students with supplementary support. *SEE MEGS for costs Schools: Kenowa Hills Middle School	Teacher Collaboration, Behavioral Support Program	Tier 2	Monitor	08/26/2019	06/05/2020	\$9750	Section 31a	Middle School Behavior Interventionist and Middle School Principal
--	---	--------	---------	------------	------------	--------	-------------	--

Activity - Summer School-Camp Kenowa- Title IA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on Kenowa Hills' annual 31a needs analysis, students were identified as needing additional academic support beyond the traditional school year. Eligible students identified as needing supplementary instructional support will be invited to summer school and this includes any McKinney Vento student achieving below their grade level standards. Camp Kenowa includes K-5 students needing additional instruction in the core curriculum. Summer school is an activity that helps make time the variable and learning the constant. Research-driven instructional strategies will be implemented and evaluated with the intent of increasing academic achievement. Camp Kenowa is staffed by highly qualified teaching staff and runs for 4 weeks Monday through Friday in late July and early August. SEE MEGS for final costs Schools: Zinser Elementary School, Alpine Elementary School, Kenowa Hills Central Elementary School	Teacher Collaboration, Academic Support Program, Career Preparation /Orientation, Technology, Direct Instruction	Tier 2	Monitor	06/10/2019	08/08/2019	\$9151	Title I Part A	Summer School Coordinator and Instructional Staff.

Activity - High School Credit Recovery - Section 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

The annual KHPS Section 31a needs analysis revealed a significant number of students failing courses at the high school level. Supplemental support is needed to provide these students with an immediate, credit-recovering academic intervention. This supplemental program is a necessity in keeping students on a pathway toward on-time graduation and moreover, earning a high school diploma. *SEE MEGS for total costs Schools: Kenowa Hills High School	Behavioral Support Program, Academic Support Program, Technology	Tier 2	Evaluate	08/26/2019	06/05/2020	\$26250	Section 31a	Credit Recovery Coordinator and High School Principal.
--	--	--------	----------	------------	------------	---------	-------------	--

Activity - English Learner Supplemental Support - Title III	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our Title III program resources will be utilized to deliver supplemental classroom support to our English Learner students. Student achievement data (CNA) suggests significant achievement gaps exist with our EL students. The intent of this activity is to provide targeted, research based, supplemental support and services to our EL students. This will be accomplished by: -Contracted certified EL staff to provide direct service to qualifying EL students. At the elementary level, this service will be provided by a combination of pull out and push in support. At the secondary level, this service will be provided through a designated course students are enrolled in as well as time set aside for intervention. -A part-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) will work with English Learners in the classroom at the secondary level (time is split between the high school and middle school based on student need). -A full-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) will work with English Learners in the classroom at the elementary level. -Professional development for EL staff related to best practices for EL students. -Materials needed to enhance instruction. -Parent nights to provide parents with information on how to assist their child's learning and connect our EL families to other resources in the community. *SEE MEGS for total cost Schools: All Schools	Teacher Collaboration, Behavioral Support Program, Parent Involvement, Academic Support Program, Technology	Tier 2	Monitor	08/26/2019	06/05/2020	\$3281	Title III	English Learner Staff and Title III Coordinator

District Improvement Plan

Kenowa Hills Public Schools

Activity - Migrant Student Supplementary Support - Title I Part C	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Student achievement data (CNA) suggests gaps exist for our migrant students in the core content areas of the curriculum. Therefore, the intent of this activity its to provide support and supplemental resources necessary to allow acceleration of student achievement for our migrant students. This activity supports the needs and urgency in providing a guaranteed and viable curriculum for all students. Supplemental supports are as follows:</p> <ul style="list-style-type: none"> -Contracted certified EL staff to provide direct service to migrant students. At the elementary level, this service will be provided by a combination of pull out and push in support. At the secondary level, this service will be provided through a designated course students are enrolled in as well as time set aside for intervention. -A part-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) to work with migrant students in the classroom at the secondary level (time is split between the high school and middle school based on student need). -A full-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) to work with English Learners in the classroom at the elementary level. -Additional certified staff contracted through a substitute agency to help serve the diverse needs of our migrant students. The FTE of staff will vary based on funding and the number of migrant students returning in the fall. -Additional paraprofessional staff contracted through a substitute agency to help serve the diverse needs of our migrant students. The FTE of staff will vary based on funding and the number of migrant students returning in the fall. -A part-time administrative assistant to the EL program to assist with data entry and progress monitoring. -Professional development for EL staff related to best practices for EL students. -Academic materials to enhance instruction. <p>*SEE MEGS for total costs</p> <p>Schools: All Schools</p>	Behavioral Support Program, Parent Involvement, Academic Support Program, Supplemental Materials, Technology	Tier 2	Monitor	08/26/2019	06/05/2020	\$17290	Title I Part C	Title I Part C staff and Program Coordinator
Activity - McKinney-Vento Supports and Services - Title I Part A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Kenowa Hills Public Schools

Our district has reserved money from our Title I Part A allocation for students qualifying for McKinney Vento Services. McKinney Vento student needs include school of origin transportation, clothing, food, school fees, school and personal supplies, counseling if needed, Title I services if needed, and tutoring and/or summer school if needed so students have everything they need to be successful in school. *SEE MEGS for total cost Schools: All Schools	Teacher Collaboration, Behavioral Support Program, Academic Support Program, Supplemental Materials, Technology	Tier 2	Monitor	08/26/2019	06/05/2020	\$4922	Title I Part A	District and Building McKinney-Vento coordinators/liaisons
--	---	--------	---------	------------	------------	--------	----------------	--

Activity - Instructional Coaching (K-12)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coaches will organize and implement Classroom Learning Labs (CLL) to support teachers professional development. Instructional Coaches will also support teachers with the Gradual Release of Responsibility Instructional Framework. The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. Like surgical theaters where doctors observe actual operations in progress to hone their techniques, the lab classroom provides an authentic opportunity for colleagues to see ideas in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving. Our instructional coaches also work collaboratively with teachers on an individual basis to improve Tier I instruction (GRR Model). In addition, the elementary coaches will collaborate with our K-3 staff to keep a focus on our goal of having all students reading at level by grade 3. The coaches will coach teachers with Tier I literacy interventions to help meet the needs of all students during Tier I instruction. *SEE MEGS for total costs Schools: All Schools	Teacher Collaboration, Academic Support Program, Supplemental Materials, Professional Learning, Technology, Curriculum Development, Direct Instruction	Tier 2	Monitor	08/26/2019	06/05/2020	\$117921	Section 31a, Title II Part A, Title I Part A	Instructional Coaches, Administrators and Teaching Staff

Activity - Parent and Family Engagement - Title I Part A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

<p>Parent and family engagement at KHPS is a high priority. Parent and family engagement activities include: KHPS website, newsletters, school messenger, facilities study teams, district and school improvement teams, PTOs, Band Boosters, EL family nights, open houses, curriculum nights, parent/teacher conferences, Watch Dog programs at K-8 buildings, Reading Literacy Nights, board meetings, and internet based curriculum to use at home with students. Specific parent involvement activities for our Migrant and EL students are:</p> <ul style="list-style-type: none"> -At least two parent nights will be held during the school year. At these meetings, essential ELA and math curriculum components will be shared with families. In addition, parents will be given strategies to assist in developing their child's reading, writing, speaking and math skills at home. -A variety of important school information and parent tips will be shared in order to assist parents in preparing their child for school and specific events. <p>*SEE MEGS for total cost</p> <p>Schools: All Schools</p>	Community Engagement, Teacher Collaboration, Parent Involvement, Policy and Process, Academic Support Program, Supplemental Materials, Technology, Materials	Tier 1	Monitor	08/26/2019	06/05/2020	\$1278	Title I Part A	District Staff and Administrators
---	--	--------	---------	------------	------------	--------	----------------	-----------------------------------

Activity - KSSN Community School Support - Section 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Kent School Services Network (KSSN) brings health and human services into the school building to serve students and families. This idea is called a "community school."</p> <p>Placing services at school removes many barriers that families have, and helps keep students in class. When students are in class, they can keep learning and achieving.</p> <p>The goals of KSSN Staff:</p> <ul style="list-style-type: none"> •Increase student achievement •Lower student absences •Improve coordination of services •Deliver health and human services as they are needed <p>SEE MEGS for Cost</p> <p>Schools: Alpine Elementary School</p>	Community Engagement, Teacher Collaboration, Behavioral Support Program, Parent Involvement, Academic Support Program	Tier 2	Monitor	08/26/2019	06/05/2020	\$4500	Section 31a	Building staff, KSSN staff, and building principal

Activity - Extended Day Learning Opportunities - Section 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

<p>Students have extended day learning activities to attend which aligns with our move to a competency-based personalized learning system of education where time is the variable and learning is the constant. The elementary buildings host after school tutoring 2-3 days a week with transportation provided. All teachers are highly qualified staff. Students work on standards not yet mastered during the regular school day. There is an emphasis on reading and math during tutoring hours.</p> <p>The Middle School is doing what is called a 7th hour after school learning opportunity. The after school learning time is staffed by certified teaching staff and transportation for students is provided. Students work on mastering core curriculum standards that were not yet mastered during the school year.</p> <p>SEE MEGS for funding.</p> <p>Schools: Zinser Elementary School, Kenowa Hills Middle School, Alpine Elementary School, Kenowa Hills Central Elementary School</p>	Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Direct Instruction	Tier 2	Monitor	09/09/2019	06/05/2020	\$5500	Section 31a	Certified teaching staff and administrators
Activity - Tier II Academic Intervention Specialists - Section 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Kenowa Hills Public Schools

<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTs. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>When looking at CNA data, we find gaps in math instruction and lower growth in math on NWEA test results. This Tier II intervention includes Middle School classes provided by Math and ELA teachers giving Tier II math and ELA support.</p> <p>At the elementary level, our physical education, music, art and Spanish teachers will be trained by our instructional coaches to work with K-3 reading interventions with students when they are not teaching their specialist class.</p> <p>SEE MEGS for Funding</p> <p>Schools: Zinser Elementary School, Kenowa Hills Middle School, Alpine Elementary School, Kenowa Hills Central Elementary School</p>	Academic Support Program	Tier 2	Monitor	08/26/2019	06/05/2020	\$1625	Section 31a	Academic Interventionists, Principals, Curriculum Director, Elementary Specialist Teachers
--	--------------------------	--------	---------	------------	------------	--------	-------------	--

Activity - AP Fee Waiver - 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>AP testing fee waiver would be applied to our HS at-risk students using 31a grant funds.</p> <p>Schools: Kenowa Hills High School, Kenowa Hills High School</p>	Academic Support Program, Career Preparation /Orientation	Tier 1	Implement	01/01/2020	06/05/2020	\$750	Section 31a	High School principal and counselors

Activity - Tier II College and Career Pathways - 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

College and Career Pathway Exploration for students needing additional support in these areas. The stand-alone vocational courses into which high school students with lower academic achievement were often channeled are becoming a thing of the past. Instead, programs that merge CTE, rigorous academic coursework, and career exploration opportunities, while creating clear pathways through high school, college, and beyond, are gaining momentum. High schools are moving away from the stand-alone vocational courses of the past, into which students with lower academic achievement or perceived potential were often channeled. Many educators are now calling for approaches that link career-technical education, rigorous academic coursework, and experiences that show students the relevance of education to their future, while teaching them the academic and employability skills they need to be successful in both college and career. Our Kenowa Hills Pathways High School has a goal to achieve success for all our students. SEE MEGS for Cost Schools: Kenowa Hills Pathways High School	Academic Support Program, Career Preparation /Orientation , Technology	Tier 2	Monitor	08/26/2019	06/05/2020	\$65000	Section 31a	Pathways Principal and staff
--	--	--------	---------	------------	------------	---------	-------------	------------------------------

Activity - Data Collection and Evaluation - Data Doctor - Title IIA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ewing and Associates contracted services and substitute teachers for trainings. Ewing and associates will provide Kenowa Hills Public Schools training, tools, and processes to maintain compliance with ESSA state and federal program expectations with a focus on improving student achievement in the schools and district. The framework for this work includes (1) determining the current status of compliance via focusing on the CNA, (2) potential next steps with building staff(s), (3) develop, revise and/or refinement of program implementation processes and supports, (4) follow-up guidance and support, and (5) utilizing process data and information to drive continuous improvement. Our CNA results show that principals need more professional development related to data evaluation. Schools: All Schools	Policy and Process, Academic Support Program, Professional Learning, Technology	Tier 1	Implement	09/09/2019	05/08/2020	\$1250	General Fund	Principals, teacher leadership, curriculum director

Activity - PBIS Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

Under the direction of the PBIS Manager, the PBIS Coordinator/Coach will be responsible for the overall management of the Positive Behavioral Interventions and Supports program including providing training and technical assistance to school teams and PBIS Coaches to maintain and develop school-wide PBIS systems. Facilitate sustainability and expansion of PBIS practices district-wide. Provide and/or facilitate quality training at all three tiers of PBIS: universal, secondary and tertiary. Ongoing support to district level PBIS Coaches. Oversee district level data collection, management and analysis. Train and provide ongoing technical and data analysis support to staff who use school-wide data collection systems Train and provide ongoing technical and data analysis support to staff who use secondary tier data collection systems Collect and monitor school and district databases to track and analyze student behavioral data including office discipline referrals, suspensions, team implementation, and coach assessment of schoolwide implementation Develop collaboration with multiple district departments and initiatives including True Success, diversity and cultural competency, classroom management, specialized behavioral interventions, and data warehousing and support Participate in regional leadership conferences and meetings. Ongoing coaching of school-based PBIS teams. SEE MEGS for Costs Schools: Kenowa Hills High School	Behavioral Support Program, Parent Involvement, Policy and Process, Academic Support Program, Professional Learning	Tier 2	Implement	08/26/2019	06/05/2020	\$8274	Title IV Part A	MTSS Coordinator, principals and building staff
--	---	--------	-----------	------------	------------	--------	-----------------	---

Activity - Secondary Extended Year - 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended year opportunities are offered to students as a part of our journey to become a competency-based school system. This extended year time gives students more time to master important concepts needed for the next year's work or for future college and career readiness. The extended year runs for 2 weeks after school is dismissed. Schools: Kenowa Hills High School, Kenowa Hills Middle School	Academic Support Program, Career Preparation /Orientation Technology, Direct Instruction	Tier 2		06/08/2020	06/19/2020	\$6000	Section 31a	Principals and Teaching Staff

Goal 2: All students will score proficient in science.

Measurable Objective 1:

45% of All Students will demonstrate a proficiency via disciplinary core ideas, cross cutting concepts, and principles of science and engineering in Science by 06/05/2020 as measured by the state assessment.

Strategy 1:

Development of a Competency-Based Personalized Learning System of Education - The competency-based personalized learning system of education is at the heart of Kenowa Hills Public School's District Improvement Plan. This system is an innovative, cutting-edge approach for personalization with anytime, anywhere, and anypace learning. This system of education challenges the systemic elements of the traditional education system by re-engineering instruction to focus on competency-based instruction supported by a deep commitment to children – that every child will learn, that every child can meet high standards, and that every child can succeed in life.

Kenowa Hills Public Schools began building the foundation for transition to a competency-based personalized learning system of education in partnership with the Re-Inventing Schools Coalition (RISC) in 2012. The RISC approach is a comprehensive, well-articulated approach to competency-based reform that is supported by more than 35 years of research on best practices in helping all students reach high levels of academic and personal excellence. Its framework is a learner-centered, competency-based system rather than a teacher-driven, Carnegie unit or time-based system. In a traditional education system, time is the constant and learning is the variable; in a competency-based system, learning is the constant and time is the variable. In 2016, Kenowa Hills partnered with KnowledgeWorks as they are a leader in competency-based education. Title IIA grant funds were used to contract a part-time personalized learning coach from KnowledgeWorks to work with our staff and administration. In 2018-19, our district wrote a State grant and was awarded funds to contract a full-time competency-based coach from a district in Maine. Maine's RSU2 District has been a leader in implementing competency-based education. One of their retired principals works with our administrators and staff to help them continue to create a competency-based system of education for Kenowa Hills Public Schools. In 2019-20 KHPS plans to continue their work in becoming a competency-based system utilizing competency-based coaching and creating essential standards and life skills to create future competencies.

Competency-based personalized learning offers a great deal of promise and possibility to address the district's educational goals to: 1) ensure equity for all learners; 2) better engage each learner to achieve at higher levels; and 3) prepare all learners to be critical/creative thinkers and self-directed life-long learners.

Category: Career and College Ready

Research Cited: Competency-based personalized learning is built on core findings from syntheses of Effective Schools research conducted since the 1970s that support the idea that all children can learn and that schools have within their control the factors needed to ensure that students master required content (Marzano, 2007; Marzano, 2000, Good & Brody, 1986) Results of studies conducted with schools using the RISC model has demonstrated positive outcomes for districts implementing it. In a study conducted by Marzano Research Laboratory (Haystead, 2010) comparing RISC and non-RISC schools, results suggest that students in RISC schools are 37% more likely to score proficient or above on state tests for reading, 54% more likely to score proficient or above in writing, and 55% more likely to score proficient or above in mathematics.

Districts that have committed to competency-based education have seen results. Chugach School District in Alaska, one of the first districts to embrace competency-

District Improvement Plan

Kenowa Hills Public Schools

based education, transformed its schools. Within 5 years, average student achievement rose from the bottom quartile to the 72nd percentile; the percentage of students participating in college entrance exams rose from 0% to more than 70% by 2000 (DeLorenzo et al., 2008). Lindsay Unified in the Central Valley of California is showing early indicators that they are also on the way to higher achieving schools. Proficiency rates in English Language Arts for 9th graders increased from 29% in 2009 to 41% in 2012 (www.lindsay.k12.ca.us).

The positive research behind this competency-based model led the Robert Marzano Research Laboratory to purchase it in 2015 from the Re-Inventing Schools Coalition. Robert Marzano is a leading educational researcher with proven results with helping schools achieve higher levels of academic success. Marzano's High Reliability Schools Framework incorporates 40 years of educational research pertaining to highly effective schools. Using the framework and indicators, districts and schools can drive permanent, positive, and significant impacts on student achievement by synthesizing multiple complex initiatives into one harmonious system. This framework has helped us to create a highly effective competency-based personalized learning system for all students.

Research Cited: Maximizing Competency Education and Blended Learning: Insights from Experts, CompetencyWorks Issue Brief (March 2015) by Susan Patrick and Chris Sturgis. •A K–12 Federal Policy Framework for Competency Education: Building Capacity for Systems Change by Maria Worthen and Lillian Pace, February 2014. •Delorenzo, Richard A., and Wendy Battino. Delivering on the promise: The education revolution. Solution Tree Press, 2013. •Bramante, Fred & Colby, Rose, Off the Clock: Moving Education from Time to Competency, Corwin, 2012. •Marzano, Robert, "A Handbook for High Reliability Schools, The Next Step in School Reform", Marzano Research, 2014.

Tier: Tier 1

Activity - Gradual Release of Responsibility (GRR) Instructional Model Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our district vision is aligned with the Marzano High Reliability Schools Framework. The framework speaks to the need to have a research-based instructional model as an essential element of Level 2: Effective Teaching in Every Classroom. In 2019-20 our teachers will continue to receive professional development from our instructional coaches surrounding our district instructional model, Gradual Release of Responsibility (GRR). The 2019-20 goal is to have 100% of staff implementing highly effective collaborative learning activities in their classrooms. Teacher evaluations will continue to be based on teachers showing growth in the area of implementing the GRR instructional model. Staff professional development will involve "Classroom Learning Labs", Instructional Coaching, and Professional Learning Community times. Highly effective collaborative learning leads to higher order thinking skills which are essential for students to be college and career ready. Schools: All Schools	Professional Learning, Technology, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	No Funding Required	All K-12 Instructional and Administrative Staff

Activity - Learning Management System (LMS) Professional Development and Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

In 2018-19 we had a group of 40 teacher implementing a new LMS called Canvas by Instructure. The early implementation team used Canvas throughout 2018-19 and provided feedback on areas of improvement and needs for future training. In August of 2019 the entire K-12 staff will receive training related to using Canvas as their new LMS. Canvas will support our teachers in personalizing learning for all students. This LMS will help support Marzano's High Reliability Schools Level 4: Standards-referenced reporting along with helping teachers personalize instruction for Level 5: Competency-based Education.	Professional Learning, Technology, Curriculum Development	Tier 1	Implement	08/26/2019	06/05/2020	\$7000	General Fund	All K-12 Instructional and Administrative Staff.
Schools: All Schools								

Activity - KnowledgeWorks Personalized Learning Instructional Coaching and Professional Development - Title II Part A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coaching and professional development services facilitate our continued implementation of a personalized learning system of education. KnowledgeWorks Coaching services will include: 1) Professional development for Kenowa Hills Instructional Coaches surrounding personalized learning, 2) Strategic planning with the district improvement and school improvement teams. 3) Building and district level analyses and reports surrounding personalized learning implementation; including strengths and areas for continued growth. 4) Professional development for Kenowa Hills teacher leadership teams surrounding personalized learning and the continuous cycle of strategic planning. Each building and the district have created Personal Mastery Action Plans addressing the 5 levels of Marzano's High Reliability Schools. Personal Mastery Coaching is Level 5 in Marzano's Hierarchy of High Reliability Schools Framework.	Teacher Collaboration, Parent Involvement, Policy and Process, Professional Learning, Technology, Curriculum Development, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$2700	General Fund	Personalized Learning Coach, PreK-12 Teaching Staff and Administrators
Schools: All Schools								

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop). Each building administers surveys to parents, staff and students to honor Stakeholder Voice. Each building has a feedback loop associated with sharing the survey results. Stakeholder voice and choice is Level 5 in the Hierarchy of High Reliability Schools Research.	Community Engagement, Teacher Collaboration, Parent Involvement, Policy and Process, Technology	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	No Funding Required	All Kenowa Hills Staff and Administrators
Schools: All Schools								

Activity - Competency-Based Personalized Learning On-Site Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In 2018-19 we employed a competency-based on-site year round coach to help us take the next steps in becoming a competency-based system of education. The resident CBE specialist will work with administrators, staff, parents, and the CBE Consortium to help us plan for our implementation of personal mastery. 2018-19 goals were to define our KHPS essential standards for ELA, Math, Social Studies and Science. In 2019-20 we will continue this essential standards work with our elective courses. This activity falls under the Level 5 of the High Reliability Framework by Marzano Research. Defining essential standards is a prerequisite to writing competencies.	Teacher Collaboration, Professional Learning, Technology, Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$23750	General Fund	Personalized Learning Coach, Instructional Coaches and Teaching Staff
Schools: All Schools								

Activity - Safe and Orderly Environment - Capturing Kids' Hearts - Title IIA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

Capturing Kids' Hearts is an evidence-based program to provide strategy and training for all KHPS staff. Capturing Kids' Hearts is an immersive, participatory experience. Teachers, staff, and administrators learn and practice skills including: How to build meaningful, productive relationships with every student, how to use the EXCEL Model of teaching to create a safe, effective environment for learning, how to develop self-managing, high-performing classrooms using team-building skills and a Social Contract, and high payoff techniques for dealing with conflict, negative behavior, and disrespect issues. This program is part of Level 1: Safe and Orderly Environment; Marzano's Hierarchy of High Reliability Schools. All KHPS staff will be involved in the Capturing Kids Hearts training in August 2019.	Behavioral Support Program	Tier 1	Implement	08/21/2019	06/05/2020	\$30525	General Fund	Secondary teaching staff and principals
Schools: All Schools								

Activity - Middle School Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kenowa Hills Middle School has implemented a program to help schedule students for additional academic intervention or enrichment called Flex Scheduler. The Middle School is moving to trimesters in 2019-20 to offer more student choice in courses. New course offerings include Environmental Studies, Odyssey of the Mind, Yoga, Spanish, Virtual Reality Cultural Studies, Technology and STEM. Funding includes start up costs for materials for the new courses. Schedules meeting student needs is Level 5: Personal Mastery; in the Hierarchy of High Reliability Schools Framework.	Teacher Collaboration, Policy and Process, Academic Support Program, Technology, Curriculum Development, Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$2500	General Fund	Middle school staff and administrators
Schools: Kenowa Hills Middle School								

Activity - K-12 21st Century Report Card and Transcript Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In 2019-20 report card teams of teacher leaders and administrators will be created to review our KHPS reporting process and transcripts. There will be a grades K-5 team and a grades 6-12 team. These teams will be working on the High Reliability Schools Framework Level 5: Competency-Based Education. The goal of the teams will to create a transparent reporting system for all stakeholders that focuses on what academic standards a student has mastered along with career ready skills being reported separately.	Community Engagement, Teacher Collaboration, Policy and Process, Academic Support Program, Technology	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$500	General Fund	Teaching staff and administrators
Schools: All Schools								

District Improvement Plan

Kenowa Hills Public Schools

Activity - Habits of Mind - Middle School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The Middle School is implementing the "Habits of Mind" of work and life related skills. The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.</p> <p>Schools: Kenowa Hills Middle School</p>	Teacher Collaboration, Behavioral Support Program, Parent Involvement, Policy and Process, Academic Support Program, Technology, Materials, Direct Instruction	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$250	General Fund	Teachers and administrators

Activity - Leadership Growth	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>KHPS offers leadership growth for administrators with leadership coaching from a MASSP coach, and leadership growth for teachers when they participate in our KHPS Leadership Mentoring Program that includes mentoring and goal setting for teaching staff interested in being teacher or administrative leaders.</p> <p>Schools: All Schools</p>	Professional Learning, Technology	Tier 1	Implement	08/26/2019	06/05/2020	\$2500	General Fund	Teachers, administrators, MASSP coach

Strategy 2:

A Guaranteed and Viable Curriculum (GVC) - The essential components of a GVC include: 1) essential content identified for all students; 2) adequate time for students to master the essential content; 3) both instruction and assessment that is aligned with the essential content; 4) consistent use of vocabulary used in all classes (regardless of teacher, building, or course section); and 5) a focus on student achievement goals and targets.

The KHPS GVC will be a written curriculum that incorporates the district's expectations for good instruction, essential content, and affirm our shared vision. Based on state and national standards and feedback from all KHPS stakeholders, the curriculum will be structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum will reflect a commitment to equity, diversity and address the wide range of needs and abilities of all students.

In order to assure coherence across the entire system, district leaders have established a vision of powerful teaching and learning in collaboration with all stakeholders.

District Improvement Plan

Kenowa Hills Public Schools

The district will provide direction, assistance and resources to align, support, and enhance all parts of the system in seeking to successfully achieve our vision.

Focus areas for 2019-20 based on our District CNA data will be the implementation of math and science curriculum materials using the essential standards for all courses along with common assessments including performance assessments. Math professional development and coaching support for mathematics instruction will be another focus for 2019-20.

A guaranteed and viable curriculum is the variable most strongly related to student achievement at the school level. (Marzano, DeFour 2011)

Category: Career and Technical Education(CTE)

Research Cited: •Marzano, R. J. (2003). What works in schools: Translating research into action. Alexandria, Va: Association for Supervision and Curriculum Development. What Works in Schools (ASCD, 2003) • DuFour, R., & Marzano, R. J. (2011). Leaders of learning: How district, school, and classroom leaders improve student achievement. Bloomington, IN: Solution Tree Press. •What Works in Schools (ASCD, 2003) •Correlates of Effective Schools (Lezotte, n.d.)

Tier: Tier 1

Activity - Professional Learning Communities (PLC's)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Kenowa Hills will continue to promote and support the Professional Learning Community model of collaboration and professional growth. Four guiding questions will guide KHPS PLC teams: 1) what curriculum do we want students to know; 2) how will we know when they have learned it; 3) how will we respond when students do not learn the intended curriculum; and 4) how will we respond when students already know the intended curriculum. Teacher collaboration around data is essential to student achievement.</p> <p>KHPS will provide regular PLC time through an early student dismissal process. PLC teams are organized by grade level at the elementary level and department at the secondary level. The PLCs focus on data, curriculum standards and assessments</p> <p>Schools: All Schools</p>	Teacher Collaboration, Professional Learning, Technology, Curriculum Development	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	No Funding Required	All KHPS Certified and Administrative Staff

Activity - K-12 Essential Standards Leadership Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

In 2018-19, teams of teachers representing PreK-12 classes went through a protocol with our competency-based education coach to determine essential standards for the core subject areas. Substitutes replace teachers so they are able to meet in K-12 curriculum teams to determine and align essential standards. In 2019-20, our elective course teachers will use the same protocol with our competency-based coach to define essential standards for their classes. All essential standards will be defined by June 2020. The next step in the work will be to create competencies for each grade and course.	Policy and Process, Technology, Curriculum Development	Tier 1	Evaluate	08/26/2019	06/05/2020	\$1000	General Fund	K-12 Teachers and Administrators
Schools: All Schools								

Activity - Classroom Learning Labs - Title II Part A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. The lab classroom provides an authentic opportunity for colleagues to see highly effective instruction in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving. In 2019-20 the focus of classroom learning labs will be examples of personal mastery in the classroom. This also includes school climate, our instructional model, focus on essential standards and assessments, which are all part of our buildings personal mastery action plans.	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$1250	General Fund	Instructional Coaches, PreK-12 Teaching Staff and Administrators
Schools: All Schools								

Activity - Science Kits and Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

<p>The CNA shows that science scores are below the state average, so our teacher and administrator teams reviewed research-based science programs and materials that would align with the State standards (NGSS). The Foss Science Kits were chosen as we found them the most engaging and rigorous science instruction of the choices. The Foss Science Kits were implemented in Grades 3 and 5 in 2016-17, grades 2 and 4 in 2017-18 and grades K and 1 in 2018-19.</p> <p>In 2019-20 KHPS grades 6-8 science teachers will implement the Foss Science Instruction at the Middle School. This will give us K-8 alignment in our science curriculum.</p> <p>Schools: Zinser Elementary School, Kenowa Hills Middle School, Alpine Elementary School, Kenowa Hills Central Elementary School</p>	Professional Learning, Technology, Curriculum Development, Materials, Direct Instruction	Tier 1	Implement	08/27/2018	06/07/2019	\$62000	General Fund	Foss Science Trainers, Grade K-8 Science Teaching Staff and Administrators
--	--	--------	-----------	------------	------------	---------	--------------	--

Activity - STEM Academy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>In fall of 2016, KHPS implemented a STEM Academy class for 7th and 9th graders. The program has grown each year with refinements to the curriculum and learning environment. Content Teachers and STEM instructors are trained with our Kent Intermediate School District STEM Consultants. They have planned curriculum. Kenowa Hills Public Schools partnered with DeWys Manufacturing and Move Systems to create a state of the art learning experience location. The school will use a 3,324 sq.ft. space under the same roof as an advanced manufacturing company as a location for learning. In 2019-20 the courses will continue to expand with course offerings and additional STEM Lab equipment.</p> <p>Schools: Kenowa Hills High School, Kenowa Hills Middle School</p>	Teacher Collaboration, Professional Learning, Technology, Curriculum Development, Materials, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$15000	General Fund	Kent ISD STEM Consultants, STEM Teaching Staff and Administrators

Activity - Elementary STEM Specialist Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

Our CNA data shows that we have a weakness in science scores at the elementary level. It was decided to try to incorporate more NGSS STEM materials into the elementary curriculum. Two K-5 STEM specialist teachers were hired and will engage in STEM related lessons during the school year which started in February 2018. Kent ISD STEM consultants worked with the specialist STEM staff and created lessons for them to use to integrate STEM into their weekly specialist classes. Each STEM teacher sees each PreK-5 classroom for 45 minutes per week for instruction. Schools: Zinser Elementary School, Alpine Elementary School, Kenowa Hills Central Elementary School	Teacher Collaboration, Supplemental Materials, Professional Learning, Technology, Materials, Direct Instruction	Tier 1	Monitor	08/05/2019	06/05/2020	\$7875	General Fund	K-5 STEM Teachers, Curriculum Director
--	---	--------	---------	------------	------------	--------	--------------	--

Activity - K-12 Performance Assessment Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KHPS started a Performance-Based Assessment Team of K-12 teacher leaders in 2018-19 to create performance assessments during professional development time with Jonathan VanderEls, a performance assessment expert. This assessment work is part of Level 3 of Marzano's High Reliability Schools Framework: Guaranteed and Viable Curriculum. Jonathan VanderEls will continue working with teams of teachers during the 2019-20 school year so that all staff will be trained in creating, administering and evaluating performance assessments written to assess essential standards. Schools: All Schools	Teacher Collaboration, Academic Support Program, Professional Learning, Technology, Curriculum Development	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$3750	General Fund	Teachers, administrators, Jonathan VanderEls

Activity - Engineering and Computer Science Courses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Michigan has new computer science standards released in 2018-19. KHPS understands the importance of our students being career and college ready upon graduation. Two new courses are being created to meet the needs of our students. Intro to Engineering Design and Computer Science Essentials will be offered as courses in 2019-20. The teacher of these courses is receiving professional development in the program Project Lead the Way. This professional development will help him create a relevant and rigorous curriculum for our new courses. Schools: Kenowa Hills High School	Teacher Collaboration, Professional Learning, Technology, Curriculum Development, Materials, Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$16000	General Fund	Teachers and administrators

District Improvement Plan

Kenowa Hills Public Schools

Activity - MACUL Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A group of teachers will attend the annual MACUL conference in Grand Rapids in 2020. This conference helps our teachers see education from a future technologies view. This professional development opportunity will enable our teachers to learn ways to integrate technology and the Mltech standards into their curriculum. Schools: All Schools	Academic Support Program, Career Preparation /Orientation , Technology , Curriculum Development, Direct Instruction	Tier 1	Implement	03/19/2020	03/20/2020	\$1000	Title IV Part A	Teaching Staff

Measurable Objective 2:

19% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Homeless, Students with Disabilities, English Learners and Two or More Races students will demonstrate a proficiency via disciplinary core ideas, cross cutting concepts, and principles of science and engineering in Science by 06/07/2019 as measured by the state assessment.

Strategy 1:

Multi-Tiered System of Supports (MTSS) - Multi-Tiered System of Supports (MTSS) is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on

- providing high quality instruction and interventions based on student needs.
- monitoring progress frequently to make decisions about changes in instruction or goals.
- using data to allocate resources to improve student learning.

MTSS is a continuing cycle during the school year, and even between school years. Information about the student's skills is used to determine when the intervention is successful, or when it needs to be changed or intensified.

Implementation of a MTSS requires the use of a tiered model of intervention. Tier I is the foundation and contains the core curriculum (both academic and behavioral). The core curriculum should be effective for approximately 80% -85% of the students. If a significant number of students are not successful in the core curriculum, It is suggested that instructional variables, curricular variables and structural variables (e.g., building schedules) should be examined to determine where instruction needs to be strengthened, while at the same time addressing the learning needs of the students not being successful. Tier I interventions focus on group interventions for all students and are characterized as preventive and proactive. It is important to note that the core curriculum in one school or district may be different from that in another school or district in order to ensure that 80-85 percent of the students are successful. Student performance and needs is quite variable across schools and a responsive core curriculum will reflect that variability.

Tier II interventions serve approximately 15% of students. Interventions are targeted group interventions. Students at Tier II continue to receive Tier I instruction in addition to Tier II interventions. Based on performance data, students move fluidly between Tier I and Tier II.

District Improvement Plan

Kenowa Hills Public Schools

Tier III serves approximately 5% of students. Students at this tier receive intensive, individual interventions. Once students reach target skills levels, the intensity and/or level of support is adjusted. These students also move fluidly among and between the tiers.

Category: Learning Support Systems

Research Cited: •Gersten, R., Compton, D. Connor. C.M., Domino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to intervention and multi-tier intervention in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

•Jimerson, S. R., Burns, M. K., & VanDerHeyden, A. M. (2007). Response to intervention at school: The science and practice of assessment and intervention. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (eds.), Handbook of response to intervention: The science and practice of assessment and intervention (pp. 3-9).

•New York, NY: Springer. NASDSE (2005). Response to intervention: Policy considerations and implementation. Alexandria, VA: NASDSE.

•Hoover, J. J. (2009). Differentiating learning differences from disabilities: Meeting diverse needs through multi-tiered response to intervention. Boston, MA: Allyn & Bacon.

•Fuchs, D., & Fuchs, L. S. (2006). Introduction to response to intervention: What, why, and how valid is it? Reading Research Quarterly, 41 (1), 93-98.

Tier: Tier 2

Activity - Tier II Academic Intervention Specialists - Title I Part A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTS. Our CNA shows gaps in subgroups' achievement. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>*SEE MEGS for total costs</p> <p>Schools: Zinser Elementary School, Alpine Elementary School, Kenowa Hills Central Elementary School</p>	Teacher Collaboration, Academic Support Program, Technology, Direct Instruction	Tier 2	Monitor	08/26/2019	06/05/2020	\$105698	Title I Part A	Academic Intervention Specialists, Principals, and Director of Curriculum and Instruction.

District Improvement Plan

Kenowa Hills Public Schools

Activity - Tier II Academic Intervention Specialists - Section 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTS. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>This Tier II intervention includes Middle School classes provided by Math and ELA teachers giving Tier II math and ELA support. There will also be a class at the Middle School focusing on Habits of Mind. The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.</p> <p>At the elementary level, our physical education, music, art and Spanish teachers will be trained by our instructional coaches to work with K-3 reading interventions with students when they are not teaching their specialist class.</p> <p>SEE MEGS for Funding</p> <p>Schools: Zinser Elementary School, Kenowa Hills Middle School, Alpine Elementary School, Kenowa Hills Central Elementary School</p>	Teacher Collaboration, Academic Support Program, Technology, Direct Instruction	Tier 2	Monitor	08/26/2019	06/05/2020	\$1625	Section 31a	Academic Interventionists, Middle School Principal, Curriculum Director, Elementary Specialist Teachers
Activity - High School At-Risk Counselor - Section 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Kenowa Hills Public Schools

<p>The annual KHPS Section 31a needs assessment (for all students in the district) indicates a need for supplementary social and emotional support at the high school level. A plethora of research suggests that when schools fail to meet students' social and emotional needs, it restricts their access to the intended curriculum.</p> <p>The high school at-risk counselor will work with the population of students identified via the needs assessment who require supplemental social and emotional support. This counselor will not be involved in the traditional counseling duties (such as scheduling, college preparations, testing support). Instead, this employee will exclusively provide support above and beyond the supports that are already being provided by the general fund counselors. At-risk students serviced will include the McKinney Vento students.</p> <p>*SEE MEGS for costs</p> <p>Schools: Kenowa Hills High School</p>	Behavioral Support Program, Academic Support Program, Career Preparation /Orientation	Tier 2	Monitor	08/26/2019	06/05/2020	\$26500	Section 31a	High School At-Risk Counselor and High School Principal
---	---	--------	---------	------------	------------	---------	-------------	---

Activity - Middle School Behavior Interventionist - Section 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The annual 31a needs assessment (for all students in the district) indicates a need for supplementary behavioral supports at the middle school. The middle school behavior interventionists will provide supplementary behavior interventions to students at the middle school who qualify for 31a services and require additional, supplementary behavioral supports. This staff member will utilize research-based behavior intervention strategies, including restorative justice techniques, in an effort to provide qualifying students with supplementary support.</p> <p>*SEE MEGS for costs</p> <p>Schools: Kenowa Hills Middle School</p>	Teacher Collaboration, Behavioral Support Program, Technology	Tier 2	Monitor	08/26/2019	06/05/2020	\$9750	Section 31a	Middle School Behavior Interventionist and Middle School Principal

Activity - Summer School-Camp Kenowa- Title IA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

<p>Based on Kenowa Hills' annual 31a needs analysis, students were identified as needing additional academic support beyond the traditional school year. Eligible students identified as needing supplementary instructional support will be invited to summer school and this includes any McKinney Vento student achieving below their grade level standards. Camp Kenowa includes K-5 students needing additional instruction in the core curriculum.</p> <p>Summer school is an activity that helps make time the variable and learning the constant. Research-driven instructional strategies will be implemented and evaluated with the intent of increasing academic achievement.</p> <p>Camp Kenowa is staffed by highly qualified teaching staff and runs for 4 four day a week sessions. in late July and early August.</p> <p>*SEE MEGS for total costs</p> <p>Schools: Zinser Elementary School, Alpine Elementary School, Kenowa Hills Central Elementary School</p>	Teacher Collaboration, Academic Support Program, Technology	Tier 2	Monitor	06/10/2019	08/08/2019	\$9151	Title I Part A	Summer School Coordinator and Instructional Staff
---	---	--------	---------	------------	------------	--------	----------------	---

Activity - High School Credit Recovery - Section 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The annual KHPS Section 31a needs analysis revealed a significant number of students failing courses at the high school level. Supplemental support is needed to provide these students with an immediate, credit-recovering academic intervention. This supplemental program is a necessity in keeping students on a pathway toward on-time graduation and moreover, earning a high school diploma.</p> <p>*SEE MEGS for total costs</p> <p>Schools: Kenowa Hills High School</p>	Academic Support Program, Career Preparation /Orientation, Technology, Direct Instruction	Tier 2	Monitor	08/26/2019	06/05/2020	\$26250	Section 31a	Credit Recovery teaching staff and principal

Activity - English Learner Supplemental Support - Title III	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

<p>Our Title III program resources will be utilized to deliver supplemental classroom support to our English Learner students. Student achievement data (CNA) suggests significant achievement gaps exist with our EL students. The intent of this activity is to provide targeted, research based, supplemental support and services to our EL students. This will be accomplished by:</p> <ul style="list-style-type: none"> -Contracted certified EL staff to provide direct service to qualifying EL students. At the elementary level, this service will be provided by a combination of pull out and push in support. At the secondary level, this service will be provided through a designated course students are enrolled in as well as time set aside for intervention. -A part-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) will work with English Learners in the classroom at the secondary level (time is split between the high school and middle school based on student need). -A full-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) will work with English Learners in the classroom at the elementary level. -Professional development for EL staff related to best practices for EL students. -Materials needed to enhance instruction. -Parent nights to provide parents with information on how to assist their child's learning and connect our EL families to other resources in the community. <p>*SEE MEGS for total cost</p> <p>Schools: All Schools</p>	Teacher Collaboration, Parent Involvement, Academic Support Program, Technology, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$3281	Title III	English Learner Staff and Title III Coordinator
---	---	--------	---------	------------	------------	--------	-----------	---

Activity - Migrant Student Supplementary Support - Title I Part C	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

<p>Student achievement data (CNA) suggests gaps exist for our migrant students in the core content areas of the curriculum. Therefore, the intent of this activity its to provide support and supplemental resources necessary to allow acceleration of student achievement for our migrant students. This activity supports the needs and urgency in providing a guaranteed and viable curriculum for all students. Supplemental supports are as follows:</p> <ul style="list-style-type: none"> -Contracted certified EL staff to provide direct service to migrant students. At the elementary level, this service will be provided by a combination of pull out and push in support. At the secondary level, this service will be provided through a designated course students are enrolled in as well as time set aside for intervention. -A part-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) to work with migrant students in the classroom at the secondary level (time is split between the high school and middle school based on student need). -A full-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) to work with English Learners in the classroom at the elementary level. -Additional certified staff contracted through a substitute agency to help serve the diverse needs of our migrant students. The FTE of staff will vary based on funding and the number of migrant students returning in the fall. -Additional paraprofessional staff contracted through a substitute agency to help serve the diverse needs of our migrant students. The FTE of staff will vary based on funding and the number of migrant students returning in the fall. -A part-time administrative assistant to the EL program to assist with data entry and progress monitoring. -Professional development for EL staff related to best practices for EL students. -Academic materials to enhance instruction. <p>*SEE MEGS for total costs</p> <p>Schools: All Schools</p>	<p>Teacher Collaboration, Behavioral Support Program, Parent Involvement, Academic Support Program, Technology , Direct Instruction</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/26/2019</p>	<p>06/05/2020</p>	<p>\$17290</p>	<p>Title I Part C</p>	<p>Title I Part C Staff and Program Coordinator</p>
Activity - McKinney-Vento Supports and Services - Title I Part A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Kenowa Hills Public Schools

Our district has reserved money from our Title I Part A allocation for students qualifying for McKinney Vento Services. McKinney Vento student needs include school of origin transportation, clothing, food, school fees, school and personal supplies, counseling if needed, Title I services if needed, and tutoring and/or summer school if needed so students have everything they need to be successful in school. *SEE MEGS for total cost Schools: All Schools	Academic Support Program, Materials	Tier 1	Monitor	08/26/2019	06/05/2020	\$4922	Title I Part A	District and Building McKinney-Vento Liaisons and Teaching Staff
--	-------------------------------------	--------	---------	------------	------------	--------	----------------	--

Activity - Instructional Coaching (K-12)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Instructional Coaches will organize and implement Classroom Learning Labs (CLL) to support teachers professional development. Instructional Coaches will also support teachers with the Gradual Release of Responsibility Instructional Framework. The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. Like surgical theaters where doctors observe actual operations in progress to hone their techniques, the lab classroom provides an authentic opportunity for colleagues to see ideas in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving.</p> <p>Our instructional coaches also work collaboratively with teachers on an individual basis to improve Tier I instruction (GRR Model).</p> <p>In addition, the elementary coaches will collaborate with our K-3 staff to keep a focus on our goal of having all students reading at level by grade 3. The coaches will coach teachers with Tier I literacy interventions to help meet the needs of all students during Tier I instruction.</p> <p>*SEE MEGS for total costs</p> <p>Schools: All Schools</p>	Teacher Collaboration, Professional Learning, Technology, Curriculum Development	Tier 1	Monitor	08/26/2019	06/05/2020	\$117921	Title I Part A, Section 31a, Title II Part A	Instructional Coaches, Administrators and Teaching Staff

Activity - Parent and Family Engagement - Title I Part A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

<p>Parent and family engagement at KHPS is a high priority. Parent and family engagement activities include: KHPS website, newsletters, school messenger, facilities study teams, district and school improvement teams, PTOs, Band Boosters, EL family nights, open houses, curriculum nights, parent/teacher conferences, Watch Dog programs at K-8 buildings, Reading Literacy Nights, board meetings, and internet based curriculum to use at home with students. Specific parent involvement activities for our Migrant and EL students are:</p> <ul style="list-style-type: none"> -At least two parent nights will be held during the school year. At these meetings, essential ELA and math curriculum components will be shared with families. In addition, parents will be given strategies to assist in developing their child's reading, writing, speaking and math skills at home. -A variety of important school information and parent tips will be shared in order to assist parents in preparing their child for school and specific events. <p>*SEE MEGS for total cost</p> <p>Schools: All Schools</p>	Community Engagement, Parent Involvement	Tier 1	Monitor	08/26/2019	06/05/2020	\$1278	Title I Part A	District Staff and Administrators
---	--	--------	---------	------------	------------	--------	----------------	-----------------------------------

Activity - KSSN Community School Support - Section 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Kent School Services Network (KSSN) brings health and human services into the school building to serve students and families. This idea is called a "community school."</p> <p>Placing services at school removes many barriers that families have, and helps keep students in class. When students are in class, they can keep learning and achieving.</p> <p>The goals of KSSN Staff:</p> <ul style="list-style-type: none"> •Increase student achievement •Lower student absences •Improve coordination of services •Deliver health and human services as they are needed <p>SEE MEGS for Cost</p> <p>Schools: Alpine Elementary School</p>	Community Engagement, Behavioral Support Program, Parent Involvement, Academic Support Program	Tier 2	Monitor	08/26/2019	06/05/2020	\$4500	Section 31a	KSSN Staff and Teachers

Activity - Extended Day Learning Opportunities - Section 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

<p>Students have extended day learning activities to attend which aligns with our move to a competency-based personalized learning system of education where time is the variable and learning is the constant. The elementary buildings host after school tutoring 2-3 days a week with transportation provided. All teachers are highly qualified staff. Students work on standards not yet mastered during the regular school day. There is an emphasis on reading and math during tutoring hours.</p> <p>The Middle School is doing what is called a 7th hour after school learning opportunity. The after school learning time is staffed by certified teaching staff and transportation for students is provided. Students work on mastering core curriculum standards that were not yet mastered during the school year.</p> <p>SEE MEGS for funding.</p> <p>Schools: Zinser Elementary School, Kenowa Hills Middle School, Alpine Elementary School, Kenowa Hills Central Elementary School</p>	Teacher Collaborati on, Academic Support Program, Technology , Direct Instruction	Tier 2	Monitor	09/09/2019	06/05/2020	\$5500	Section 31a	Certified Teaching Staff and Administrat ors
---	---	--------	---------	------------	------------	--------	-------------	--

Activity - Tier II College and Career Pathways - 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
<p>College and Career Pathway Exploration for students needing additional support in these areas. The stand-alone vocational courses into which high school students with lower academic achievement were often channeled are becoming a thing of the past. Instead, programs that merge CTE, rigorous academic coursework, and career exploration opportunities, while creating clear pathways through high school, college, and beyond, are gaining momentum. High schools are moving away from the stand-alone vocational courses of the past, into which students with lower academic achievement or perceived potential were often channeled. Many educators are now calling for approaches that link career-technical education, rigorous academic coursework, and experiences that show students the relevance of education to their future, while teaching them the academic and employability skills they need to be successful in both college and career. Our Kenowa Hills Pathways High School has a goal to achieve success for all our students.</p> <p>Schools: Kenowa Hills Pathways High School</p>	Academic Support Program, Career Preparation /Orientation , Technology	Tier 2	Monitor	08/26/2019	06/05/2020	\$65000	Section 31a	Pathways High School Principal and Staff

Activity - AP Testing Fees Waiver - 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
---	---------------	------	-------	------------	----------	-------------------	-------------------	--------------------

District Improvement Plan

Kenowa Hills Public Schools

At-Risk students will be able to get their AP testing fees waived. Schools: Kenowa Hills High School, Kenowa Hills High School	Academic Support Program, Career Preparation /Orientation	Tier 1	Implement	01/07/2020	05/29/2020	\$750	Section 31a	High School Principal and staff
Activity - Data Collection and Evaluation - Data Doctor - Title IIA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ewing and Associates contracted services and substitute teachers for trainings. Ewing and associates will provide Kenowa Hills Public Schools training, tools, and processes to maintain compliance with ESSA state and federal program expectations with a focus on improving student achievement in the schools and district. The framework for this work includes (1) determining the current status of compliance via focusing on the CNA, (2) potential next steps with building staff(s), (3) develop, revise and/or refinement of program implementation processes and supports, (4) follow-up guidance and support, and (5) utilizing process data and information to drive continuous improvement. Schools: All Schools	Behavioral Support Program, Academic Support Program, Professional Learning, Technology	Tier 1	Implement	09/02/2019	05/08/2020	\$1250	General Fund	Principals, lead teaching staff and curriculum director
Activity - PBIS Coordinator - Title IV	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Kenowa Hills Public Schools

Under the direction of the PBIS Manager, the PBIS Coordinator/Coach will be responsible for the overall management of the Positive Behavioral Interventions and Supports program including providing training and technical assistance to school teams and PBIS Coaches to maintain and develop school-wide PBIS systems. Facilitate sustainability and expansion of PBIS practices district-wide. Provide and/or facilitate quality training at all three tiers of PBIS: universal, secondary and tertiary. Ongoing support to district level PBIS Coaches. Oversee district level data collection, management and analysis. Train and provide ongoing technical and data analysis support to staff who use school-wide data collection systems Train and provide ongoing technical and data analysis support to staff who use secondary tier data collection systems Collect and monitor school and district databases to track and analyze student behavioral data including office discipline referrals, suspensions, team implementation, and coach assessment of schoolwide implementation Develop collaboration with multiple district departments and initiatives including True Success, diversity and cultural competency, classroom management, specialized behavioral interventions, and data warehousing and support Participate in regional leadership conferences and meetings. Ongoing coaching of school-based PBIS teams. SEE MEGS for Costs Schools: Kenowa Hills High School	Behavioral Support Program, Parent Involvement, Policy and Process, Academic Support Program, Professional Learning, Technology, Direct Instruction	Tier 2	Implement	08/26/2019	06/05/2020	\$8274	Title IV Part A	High School Counselor and High School Principal
--	---	--------	-----------	------------	------------	--------	-----------------	---

Activity - Secondary Extended Year - 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended year opportunities are offered to students as a part of our journey to become a competency-based school system. This extended year time gives students more time to master important concepts needed for the next year's work or for future college and career readiness. The extended year runs for 2 weeks after school is dismissed. Schools: Kenowa Hills High School, Kenowa Hills Middle School	Academic Support Program, Career Preparation /Orientation, Technology, Direct Instruction	Tier 2	Implement	06/08/2020	06/19/2020	\$6000	Section 31a	Principals and Teaching Staff

Goal 3: All students will score proficient in social studies.

Measurable Objective 1:

48% of All Students will demonstrate a proficiency via 1) culture, 2) time, continuity and change, 3) people, places and environments, 4) individuals, groups and institutions, 5) governance, 6) production, distribution, and consumption, 7) global connections, and 8) civic practices in Social Studies by 06/05/2020 as measured by the state assessment.

Strategy 1:

The Development of a Competency-Based Personalized Learning System of Education - The competency-based personalized learning system of education is at the heart of Kenowa Hills Public School's District Improvement Plan. This system is an innovative, cutting-edge approach for personalization with anytime, anywhere, and any-pace learning. This system of education challenges the systemic elements of the traditional education system by re-engineering instruction to focus on competency-based instruction supported by a deep commitment to children – that every child will learn, that every child can meet high standards, and that every child can succeed in life.

Kenowa Hills Public Schools began building the foundation for transition to a competency-based personalized learning system of education in partnership with the Re-Inventing Schools Coalition (RISC) in 2012. The RISC approach is a comprehensive, well-articulated approach to competency-based reform that is supported by more than 35 years of research on best practices in helping all students reach high levels of academic and personal excellence. Its framework is a learner-centered, competency-based system rather than a teacher-driven, Carnegie unit or time-based system. In a traditional education system, time is the constant and learning is the variable; in a competency-based system, learning is the constant and time is the variable. In 2016, Kenowa Hills partnered with KnowledgeWorks as they are a leader in competency-based education. Title IIA grant funds were used to contract a part-time personalized learning coach from KnowledgeWorks to work with our staff and administration. In 2018-19, our district wrote a State grant and was awarded funds to contract a full-time competency-based coach from a district in Maine. Maine's RSU2 District has been a leader in implementing competency-based education. One of their retired principals works with our administrators and staff to help them continue to create a competency-based system of education for Kenowa Hills Public Schools. In 2019-20 KHPS plans to continue their work in becoming a competency-based system utilizing competency-based coaching and creating essential standards and life skills to create future competencies.

Competency-based personalized learning offers a great deal of promise and possibility to address the district's educational goals to: 1) ensure equity for all learners; 2) better engage each learner to achieve at higher levels; and 3) prepare all learners to be critical/creative thinkers and self-directed life-long learners.

Category: Career and College Ready

Research Cited: Competency-based personalized learning is built on core findings from syntheses of Effective Schools research conducted since the 1970s that support the idea that all children can learn and that schools have within their control the factors needed to ensure that students master required content (Marzano, 2007; Marzano, 2000, Good & Brody, 1986) Results of studies conducted with schools using the RISC model has demonstrated positive outcomes for districts implementing it. In a study conducted by Marzano Research Laboratory (Haystead, 2010) comparing RISC and non-RISC schools, results suggest that students in RISC schools are 37% more likely to score proficient or above on state tests for reading, 54% more likely to score proficient or above in writing, and 55% more likely to score proficient or above in mathematics.

Districts that have committed to competency-based education have seen results. Chugach School District in Alaska, one of the first districts to embrace competency-

District Improvement Plan

Kenowa Hills Public Schools

based education, transformed its schools. Within 5 years, average student achievement rose from the bottom quartile to the 72nd percentile; the percentage of students participating in college entrance exams rose from 0% to more than 70% by 2000 (DeLorenzo et al., 2008). Lindsay Unified in the Central Valley of California is showing early indicators that they are also on the way to higher achieving schools. Proficiency rates in English Language Arts for 9th graders increased from 29% in 2009 to 41% in 2012 (www.lindsay.k12.ca.us).

The positive research behind this competency-based model led the Robert Marzano Research Laboratory to purchase it in 2015 from the Re-Inventing Schools Coalition. Robert Marzano is a leading educational researcher with proven results with helping schools achieve higher levels of academic success. Marzano's High Reliability Schools Framework incorporates 40 years of educational research pertaining to highly effective schools. Using the framework and indicators, districts and schools can drive permanent, positive, and significant impacts on student achievement by synthesizing multiple complex initiatives into one harmonious system. This framework has helped us to create a highly effective competency-based personalized learning system for all students.

Research Cited: Maximizing Competency Education and Blended Learning: Insights from Experts, CompetencyWorks Issue Brief (March 2015) by Susan Patrick and Chris Sturgis. •A K–12 Federal Policy Framework for Competency Education: Building Capacity for Systems Change by Maria Worthen and Lillian Pace, February 2014. •Delorenzo, Richard A., and Wendy Battino. Delivering on the promise: The education revolution. Solution Tree Press, 2013. •Bramante, Fred & Colby, Rose, Off the Clock: Moving Education from Time to Competency, Corwin, 2012. •Marzano, Robert, "A Handbook for High Reliability Schools, The Next Step in School Reform", Marzano Research, 2014.

Tier: Tier 1

Activity - Gradual Release of Responsibility (GRR) Instructional Model Professional Development and Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our district vision is aligned with the Marzano High Reliability Schools Framework. The framework speaks to the need to have a research-based instructional model as an essential element of Level 2: Effective Teaching in Every Classroom. In 2019-20 our teachers will continue to receive professional development from our instructional coaches surrounding our district instructional model, Gradual Release of Responsibility (GRR). The 2019-20 goal is to have 100% of staff implementing highly effective collaborative learning activities in their classrooms. Teacher evaluations will continue to be based on teachers showing growth in the area of implementing the GRR instructional model. Staff professional development will involve "Classroom Learning Labs", Instructional Coaching, and Professional Learning Community times. Highly effective collaborative learning leads to higher order thinking skills which are essential for students to be college and career ready. Schools: All Schools	Professional Learning, Technology, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	No Funding Required	All K-12 Instructional and Administrative Staff

Activity - Learning Management System (LMS) Professional Development and Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

In 2018-19 we had a group of 40 teacher implementing a new LMS called Canvas by Instructure. The early implementation team used Canvas throughout 2018-19 and provided feedback on areas of improvement and needs for future training. In August of 2019 the entire K-12 staff will receive training related to using Canvas as their new LMS. Canvas will support our teachers in personalizing learning for all students. This LMS will help support Marzano's High Reliability Schools Level 4: Standards-referenced reporting along with helping teachers personalize instruction for Level 5: Competency-based Education.	Professional Learning, Technology, Curriculum Development	Tier 1	Implement	08/26/2019	06/05/2020	\$7000	General Fund	All K-12 Instructional and Administrative Staff
Schools: All Schools								

Activity - KnowledgeWorks Personalized Learning Instructional Coaching and Professional Development- Title II Part A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coaching and professional development services facilitate our continued implementation of a personalized learning system of education. KnowledgeWorks Coaching services will include: 1) Professional development for Kenowa Hills Instructional Coaches surrounding personalized learning, 2) Strategic planning with the district improvement and school improvement teams. 3) Building and district level analyses and reports surrounding personalized learning implementation; including strengths and areas for continued growth. 4) Professional development for Kenowa Hills teacher leadership teams surrounding personalized learning and the continuous cycle of strategic planning. Each building and the district have created Personal Mastery Action Plans addressing the 5 levels of Marzano's High Reliability Schools. Personal Mastery Coaching is Level 5 in Marzano's Hierarchy of High Reliability Schools Framework.	Teacher Collaboration, Parent Involvement, Policy and Process, Professional Learning, Technology, Curriculum Development, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$2700	General Fund	Personalized Learning Coach, PreK-12 Teaching Staff and Administrators
Schools: All Schools								

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop). Each building administers surveys to parents, staff and students to honor Stakeholder Voice. Each building has a feedback loop associated with sharing the survey results. Stakeholder voice and choice is Level 5 in the Hierarchy of High Reliability Schools Research.	Community Engagement, Teacher Collaboration, Parent Involvement, Policy and Process, Technology	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	No Funding Required	All Kenowa Hills Staff and Administrators
Schools: All Schools								

Activity - Competency-Based Personalized Learning On-Site Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In 2018-19 we employed a competency-based on-site year round coach to help us take the next steps in becoming a competency-based system of education. The resident CBE specialist will work with administrators, staff, parents, and the CBE Consortium to help us plan for our implementation of personal mastery. 2018-19 goals were to define our KHPS essential standards for ELA, Math, Social Studies and Science. In 2019-20 we will continue this essential standards work with our elective courses. This activity falls under the Level 5 of the High Reliability Framework by Marzano Research. Defining essential standards is a prerequisite to writing competencies.	Teacher Collaboration, Professional Learning, Technology, Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$23750	General Fund	Personalized Learning Coach, Administrators, Teaching Staff
Schools: All Schools								

Activity - Safe and Orderly Environment - Capturing Kids' Hearts - Title IIA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

Capturing Kids' Hearts is an evidence-based program to provide strategy and training for all KHPS staff. Capturing Kids' Hearts is an immersive, participatory experience. Teachers, staff, and administrators learn and practice skills including: How to build meaningful, productive relationships with every student, how to use the EXCEL Model of teaching to create a safe, effective environment for learning, how to develop self-managing, high-performing classrooms using team-building skills and a Social Contract, and high payoff techniques for dealing with conflict, negative behavior, and disrespect issues. This program is part of Level 1: Safe and Orderly Environment; Marzano's Hierarchy of High Reliability Schools. All KHPS staff will be involved in the Capturing Kids Hearts training in August 2019.	Behavioral Support Program	Tier 1	Implement	08/21/2019	06/05/2020	\$30525	General Fund	Secondary teaching staff and principals
Schools: All Schools								

Activity - Middle School Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kenowa Hills Middle School has implemented a program to help schedule students for additional academic intervention or enrichment called Flex Scheduler. The Middle School is moving to trimesters in 2019-20 to offer more student choice in courses. New course offerings include Environmental Studies, Odyssey of the Mind, Yoga, Spanish, Virtual Reality Cultural Studies, Technology and STEM. Funding includes start up costs for materials for the new courses. Schedules meeting student needs is Level 5: Personal Mastery; in the Hierarchy of High Reliability Schools Framework.	Teacher Collaboration, Policy and Process, Academic Support Program, Technology, Curriculum Development, Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$2500	General Fund	Middle school staff and administrators
Schools: Kenowa Hills Middle School								

Activity - K-12 21st Century Report Card and Transcript Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In 2019-20 report card teams of teacher leaders and administrators will be created to review our KHPS reporting process and transcripts. There will be a grades K-5 team and a grades 6-12 team. These teams will be working on the High Reliability Schools Framework Level 5: Competency-Based Education. The goal of the teams will to create a transparent reporting system for all stakeholders that focuses on what academic standards a student has mastered along with career ready skills being reported separately.	Parent Involvement, Policy and Process, Professional Learning, Technology	Tier 1	Getting Ready	09/09/2019	06/05/2020	\$500	General Fund	Teachers and administrators
Schools: All Schools								

District Improvement Plan

Kenowa Hills Public Schools

Activity - Habits of Mind - Middle School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The Middle School is implementing the "Habits of Mind" of work and life related skills. The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.</p> <p>Schools: Kenowa Hills Middle School</p>	Teacher Collaboration, Behavioral Support Program, Parent Involvement, Policy and Process, Academic Support Program, Professional Learning, Technology, Materials, Direct Instruction	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$250	General Fund	Teachers and administrators

Activity - Leadership Growth	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>KHPS offers leadership growth for administrators with leadership coaching from a MASSP coach, and leadership growth for teachers when they participate in our KHPS Leadership Mentoring Program that includes mentoring and goal setting for teaching staff interested in being teacher or administrative leaders.</p> <p>Schools: All Schools</p>	Professional Learning, Technology	Tier 1	Implement	08/26/2019	06/05/2020	\$2500	General Fund	Teachers, administrators and MASSP coach.

Strategy 2:

Guaranteed and Viable Curriculum (GVC) - The essential components of a GVC include: 1) essential content identified for all students; 2) adequate time for students to master the essential content; 3) both instruction and assessment that is aligned with the essential content; 4) consistent use of vocabulary used in all classes (regardless of teacher, building, or course section); and 5) a focus on student achievement goals and targets.

The KHPS GVC will be a written curriculum that incorporates the district's expectations for good instruction, essential content, and affirm our shared vision. Based on state and national standards and feedback from all KHPS stakeholders, the curriculum will be structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum will reflect a commitment to equity, diversity and address the wide range of needs and abilities of all students.

District Improvement Plan

Kenowa Hills Public Schools

In order to assure coherence across the entire system, district leaders have established a vision of powerful teaching and learning in collaboration with all stakeholders. The district will provide direction, assistance and resources to align, support, and enhance all parts of the system in seeking to successfully achieve our vision.

Focus areas for 2019-20 based on our District CNA data will be the implementation of math and science curriculum materials using the essential standards for all courses along with common assessments including performance assessments. Math professional development and coaching support for mathematics instruction will be another focus for 2019-20.

A guaranteed and viable curriculum is the variable most strongly related to student achievement at the school level. (Marzano, DeFour 2011)

Category: Career and College Ready

Research Cited: •Marzano, R. J. (2003). What works in schools: Translating research into action. Alexandria, Va: Association for Supervision and Curriculum Development. What Works in Schools (ASCD, 2003) • DuFour, R., & Marzano, R. J. (2011). Leaders of learning: How district, school, and classroom leaders improve student achievement. Bloomington, IN: Solution Tree Press. •What Works in Schools (ASCD, 2003) •Correlates of Effective Schools (Lezotte, n.d.)

Tier: Tier 1

Activity - Professional Learning Communities (PLC's)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Kenowa Hills will continue to promote and support the Professional Learning Community model of collaboration and professional growth. Four guiding questions will guide KHPS PLC teams: 1) what curriculum do we want students to know; 2) how will we know when they have learned it; 3) how will we respond when students do not learn the intended curriculum; and 4) how will we respond when students already know the intended curriculum. Teacher collaboration around data is essential to student achievement.</p> <p>KHPS will provide regular PLC time through an early student dismissal process. PLC teams are organized by grade level at the elementary level and department at the secondary level. The PLCs focus on data, curriculum standards and assessments</p> <p>Schools: All Schools</p>	Teacher Collaboration, Professional Learning, Technology	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	No Funding Required	All KHPS Certified and Administrative Staff
Activity - K-12 Essential Standards Leadership Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Kenowa Hills Public Schools

In 2018-19, teams of teachers representing PreK-12 classes went through a protocol with our competency-based education coach to determine essential standards for the core subject areas. Substitutes replace teachers so they are able to meet in K-12 curriculum teams to determine and align essential standards. In 2019-20, our elective course teachers will use the same protocol with our competency-based coach to define essential standards for their classes. All essential standards will be defined by June 2020. The next step in the work will be to create competencies for each grade and course.	Policy and Process, Technology, Curriculum Development	Tier 1	Evaluate	08/26/2019	06/05/2020	\$1000	General Fund	K-12 Teachers and Administrators
Schools: All Schools								
Activity - Classroom Learning Labs - Title II Part A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. The lab classroom provides an authentic opportunity for colleagues to see highly effective instruction in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving. In 2019-20 the focus of classroom learning labs will be examples of personal mastery in the classroom. This also includes school climate, our instructional model, focus on essential standards and assessments, which are all part of our buildings personal mastery action plans.	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$1250	General Fund	Instructional Coaches, PreK-12 Teaching Staff and Administrators
Schools: All Schools								
Activity - K-12 Performance Assessment Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KHPS started a Performance-Based Assessment Team of K-12 teacher leaders in 2018-19 to create performance assessments during professional development time with Jonathan Vander Els, a performance assessment expert. This assessment work is part of Level 3 of Marzano's High Reliability Schools Framework: Guaranteed and Viable Curriculum. Jonathan VanderEls will continue working with teams of teachers during the 2019-20 school year so that all staff will be trained in creating, administering and evaluating performance assessments written to assess essential standards.	Teacher Collaboration, Parent Involvement, Technology, Curriculum Development, Direct Instruction	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$3750	General Fund	Teachers, administrators and Jonathan VanderEls
Schools: All Schools								

District Improvement Plan

Kenowa Hills Public Schools

Activity - MACUL Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A group of teachers will attend the annual MACUL conference in Grand Rapids in 2020. This conference helps our teachers see education from a future technologies view. This professional development opportunity will enable our teachers to learn ways to integrate technology and the MItech standards into their curriculum. Schools: All Schools	Academic Support Program, Professional Learning, Career Preparation /Orientation, Technology, Curriculum Development, Direct Instruction	Tier 1	Implement	03/19/2020	03/20/2020	\$1000	Title IV Part A	Teaching Staff

Measurable Objective 2:

25% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will demonstrate a proficiency via 1) culture, 2) time, continuity and change, 3) people, places and environments, 4) individuals, groups and institutions, 5) governance, 6) production, distribution, and consumption, 7) global connections, and 8) civic practices in Social Studies by 06/08/2018 as measured by the state assessment.

Strategy 1:

Multi-Tiered System of Supports (MTSS) - Multi-Tiered System of Supports (MTSS) is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on

- providing high quality instruction and interventions based on student needs.
- monitoring progress frequently to make decisions about changes in instruction or goals.
- using data to allocate resources to improve student learning.

MTSS is a continuing cycle during the school year, and even between school years. Information about the student's skills is used to determine when the intervention is successful, or when it needs to be changed or intensified.

Implementation of a MTSS requires the use of a tiered model of intervention. Tier I is the foundation and contains the core curriculum (both academic and behavioral). The core curriculum should be effective for approximately 80% -85% of the students. If a significant number of students are not successful in the core curriculum, It is suggested that instructional variables, curricular variables and structural variables (e.g., building schedules) should be examined to determine where instruction needs to be strengthened, while at the same time addressing the learning needs of the students not being successful. Tier I interventions focus on group interventions for all students and are characterized as preventive and proactive. It is important to note that the core curriculum in one school or district may be different from that in another school or district in order to ensure that 80-85 percent of the students are successful. Student performance and needs is quite variable across schools and a responsive core curriculum will reflect that variability.

Tier II interventions serve approximately 15% of students. Interventions are targeted group interventions. Students at Tier II continue to receive Tier I instruction in addition to Tier II interventions. Based on performance data, students move fluidly between Tier I and Tier II.

District Improvement Plan

Kenowa Hills Public Schools

Tier III serves approximately 5% of students. Students at this tier receive intensive, individual interventions. Once students reach target skills levels, the intensity and/or level of support is adjusted. These students also move fluidly among and between the tiers.

Category: Learning Support Systems

Research Cited: •Gersten, R., Compton, D. Connor. C.M., Domino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to intervention and multi-tier intervention in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

•Jimerson, S. R., Burns, M. K., & VanDerHeyden, A. M. (2007). Response to intervention at school: The science and practice of assessment and intervention. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (eds.), Handbook of response to intervention: The science and practice of assessment and intervention (pp. 3-9).

•New York, NY: Springer. NASDSE (2005). Response to intervention: Policy considerations and implementation. Alexandria, VA: NASDSE.

•Hoover, J. J. (2009). Differentiating learning differences from disabilities: Meeting diverse needs through multi-tiered response to intervention. Boston, MA: Allyn & Bacon.

•Fuchs, D., & Fuchs, L. S. (2006). Introduction to response to intervention: What, why, and how valid is it? Reading Research Quarterly, 41 (1), 93-98.

Tier: Tier 2

Activity - Tier II Academic Intervention Specialists - Title I Part A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTS. Our CNA shows gaps in subgroups' achievement. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>*SEE MEGS for total costs</p> <p>Schools: Zinser Elementary School, Alpine Elementary School, Kenowa Hills Central Elementary School</p>	Academic Support Program	Tier 2	Monitor	08/26/2019	06/05/2020	\$105698	Title I Part A	Academic Intervention Specialists, Elementary Principals, and Director of Curriculum and Instruction

District Improvement Plan

Kenowa Hills Public Schools

Activity - Tier II Academic Intervention Specialists - Section 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTS. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>This Tier II intervention includes Middle School classes provided by Math and ELA teachers giving Tier II math and ELA support. There will also be a class at the Middle School focusing on Habits of Mind. The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.</p> <p>At the elementary level, our physical education, music, art and Spanish teachers will be trained by our instructional coaches to work with K-3 reading interventions with students when they are not teaching their specialist class.</p> <p>SEE MEGS for Funding</p> <p>Schools: Zinser Elementary School, Kenowa Hills Middle School, Alpine Elementary School, Kenowa Hills Central Elementary School</p>	Academic Support Program	Tier 2	Monitor	08/26/2019	06/05/2020	\$1625	Section 31a	K-12 Section 31a Academic Intervention Specialists, building Principals, and Director of Curriculum and Instruction
Activity - High School At-Risk Counselor - Section 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Kenowa Hills Public Schools

<p>The annual KHPS Section 31a needs assessment (for all students in the district) indicates a need for supplementary social and emotional support at the high school level. A plethora of research suggests that when schools fail to meet students' social and emotional needs, it restricts their access to the intended curriculum.</p> <p>The high school at-risk counselor will work with the population of students identified via the needs assessment who require supplemental social and emotional support. This counselor will not be involved in the traditional counseling duties (such as scheduling, college preparations, testing support). Instead, this employee will exclusively provide support above and beyond the supports that are already being provided by the general fund counselors. At-risk students serviced will include the McKinney Vento students.</p> <p>*SEE MEGS for costs</p> <p>Schools: Kenowa Hills High School</p>	Behavioral Support Program	Tier 2	Monitor	08/26/2019	06/05/2020	\$26500	Section 31a	High School At-Risk Counselor and High School Principal.
---	----------------------------	--------	---------	------------	------------	---------	-------------	--

Activity - Middle School Behavior Interventionist - Section 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The annual 31a needs assessment (for all students in the district) indicates a need for supplementary behavioral supports at the middle school. The middle school behavior interventionists will provide supplementary behavior interventions to students at the middle school who qualify for 31a services and require additional, supplementary behavioral supports. This staff member will utilize research-based behavior intervention strategies, including restorative justice techniques, in an effort to provide qualifying students with supplementary support.</p> <p>*SEE MEGS for costs</p> <p>Schools: Kenowa Hills Middle School</p>	Behavioral Support Program	Tier 2	Monitor	08/26/2019	06/05/2020	\$9750	Section 31a	Middle School Behavior Interventionist and Middle School Principal

Activity - Summer School-Camp Kenowa- Title IA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

<p>Based on Kenowa Hills' annual 31a needs analysis, students were identified as needing additional academic support beyond the traditional school year. Eligible students identified as needing supplementary instructional support will be invited to summer school and this includes any McKinney Vento student achieving below their grade level standards. Camp Kenowa includes K-5 students needing additional instruction in the core curriculum.</p> <p>Summer school is an activity that helps make time the variable and learning the constant. Research-driven instructional strategies will be implemented and evaluated with the intent of increasing academic achievement.</p> <p>Camp Kenowa is staffed by highly qualified teaching staff and runs for 4 four day a week sessions. in late July and early August.</p> <p>*SEE MEGS for total costs</p> <p>Schools: Zinser Elementary School, Alpine Elementary School, Kenowa Hills Central Elementary School</p>	Academic Support Program, Technology	Tier 2	Monitor	06/10/2019	08/08/2019	\$9151	Title I Part A	Summer School Coordinator and Instructional Staff
---	--------------------------------------	--------	---------	------------	------------	--------	----------------	---

Activity - High School Credit Recovery - Section 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The annual KHPS Section 31a needs analysis revealed a significant number of students failing courses at the high school level. Supplemental support is needed to provide these students with an immediate, credit-recovering academic intervention. This supplemental program is a necessity in keeping students on a pathway toward on-time graduation and moreover, earning a high school diploma.</p> <p>*SEE MEGS for total costs</p> <p>Schools: Kenowa Hills High School</p>	Academic Support Program, Technology	Tier 2	Monitor	08/26/2019	06/05/2020	\$26250	Section 31a	Credit Recovery Coordinator and High School Principal

Activity - English Learner Supplemental Support - Title III	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

<p>Our Title III program resources will be utilized to deliver supplemental classroom support to our English Learner students. Student achievement data (CNA) suggests significant achievement gaps exist with our EL students. The intent of this activity is to provide targeted, research based, supplemental support and services to our EL students. This will be accomplished by:</p> <ul style="list-style-type: none"> -Contracted certified EL staff to provide direct service to qualifying EL students. At the elementary level, this service will be provided by a combination of pull out and push in support. At the secondary level, this service will be provided through a designated course students are enrolled in as well as time set aside for intervention. -A part-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) will work with English Learners in the classroom at the secondary level (time is split between the high school and middle school based on student need). -A full-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) will work with English Learners in the classroom at the elementary level. -Professional development for EL staff related to best practices for EL students. -Materials needed to enhance instruction. -Parent nights to provide parents with information on how to assist their child's learning and connect our EL families to other resources in the community. <p>*SEE MEGS for total cost</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 2	Implement	08/26/2019	06/05/2020	\$3281	Title III	English Learner Staff and Title III Coordinator
---	--------------------------	--------	-----------	------------	------------	--------	-----------	---

Activity - Migrant Student Supplementary Support - Title I Part C	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

Student achievement data (CNA) suggests gaps exist for our migrant students in the core content areas of the curriculum. Therefore, the intent of this activity is to provide support and supplemental resources necessary to allow acceleration of student achievement for our migrant students. This activity supports the needs and urgency in providing a guaranteed and viable curriculum for all students. Supplemental supports are as follows: -Contracted certified EL staff to provide direct service to migrant students. At the elementary level, this service will be provided by a combination of pull out and push in support. At the secondary level, this service will be provided through a designated course students are enrolled in as well as time set aside for intervention. -A part-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) to work with migrant students in the classroom at the secondary level (time is split between the high school and middle school based on student need). -A full-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) to work with English Learners in the classroom at the elementary level. -Additional certified staff contracted through a substitute agency to help serve the diverse needs of our migrant students. The FTE of staff will vary based on funding and the number of migrant students returning in the fall. -Additional paraprofessional staff contracted through a substitute agency to help serve the diverse needs of our migrant students. The FTE of staff will vary based on funding and the number of migrant students returning in the fall. -A part-time administrative assistant to the EL program to assist with data entry and progress monitoring. -Professional development for EL staff related to best practices for EL students. -Academic materials to enhance instruction. *SEE MEGS for total costs Schools: All Schools	Academic Support Program	Tier 2	Implement	08/26/2019	06/05/2020	\$17290	Title I Part C	Title I Part C Staff and Program Coordinator
Activity - Instructional Coaching (K-12)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Kenowa Hills Public Schools

<p>Instructional Coaches will organize and implement Classroom Learning Labs (CLL) to support teachers professional development. Instructional Coaches will also support teachers with the Gradual Release of Responsibility Instructional Framework. The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. Like surgical theaters where doctors observe actual operations in progress to hone their techniques, the lab classroom provides an authentic opportunity for colleagues to see ideas in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving.</p> <p>Our instructional coaches also work collaboratively with teachers on an individual basis to improve Tier I instruction (GRR Model).</p> <p>In addition, the elementary coaches will collaborate with our K-3 staff to keep a focus on our goal of having all students reading at level by grade 3. The coaches will coach teachers with Tier I literacy interventions to help meet the needs of all students during Tier I instruction.</p> <p>*SEE MEGS for total costs</p> <p>Schools: All Schools</p>	Professional Learning, Technology, Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$117921	Title II Part A, Section 31a, Title I Part A	Instructional Coaches, Teaching Staff and Administrators
---	---	--------	-----------	------------	------------	----------	--	--

Activity - McKinney Vento Supports and Services - Title I Part A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Our district has reserved money from our Title I Part A allocation for students qualifying for McKinney Vento Services. McKinney Vento student needs include school of origin transportation, clothing, food, school fees, school and personal supplies, counseling if needed, Title I services if needed, and tutoring and/or summer school if needed so students have everything they need to be successful in school.</p> <p>*SEE MEGS for total cost</p> <p>Schools: All Schools</p>	Other, Academic Support Program, Materials	Tier 1	Implement	08/26/2019	06/05/2020	\$4922	Title I Part A	McKinney Vento Building and District Liaisons and Teaching Staff

Activity - Parent and Family Engagement - Title I Part A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

<p>Parent and family engagement at KHPS is a high priority. Parent and family engagement activities include: KHPS website, newsletters, school messenger, facilities study teams, district and school improvement teams, PTOs, Band Boosters, EL family nights, open houses, curriculum nights, parent/teacher conferences, Watch Dog programs at K-8 buildings, Reading Literacy Nights, board meetings, and internet based curriculum to use at home with students. Specific parent involvement activities for our Migrant and EL students are:</p> <ul style="list-style-type: none"> -At least two parent nights will be held during the school year. At these meetings, essential ELA and math curriculum components will be shared with families. In addition, parents will be given strategies to assist in developing their child's reading, writing, speaking and math skills at home. -A variety of important school information and parent tips will be shared in order to assist parents in preparing their child for school and specific events. <p>*SEE MEGS for total cost</p> <p>Schools: All Schools</p>	Parent Involvement	Tier 1	Implement	08/26/2019	06/05/2020	\$1278	Title I Part A	Instructional Staff and Administrators
---	--------------------	--------	-----------	------------	------------	--------	----------------	--

Activity - KSSN Community School Support - Section 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Kent School Services Network (KSSN) brings health and human services into the school building to serve students and families. This idea is called a "community school."</p> <p>Placing services at school removes many barriers that families have, and helps keep students in class. When students are in class, they can keep learning and achieving.</p> <p>The goals of KSSN Staff:</p> <ul style="list-style-type: none"> •Increase student achievement •Lower student absences •Improve coordination of services •Deliver health and human services as they are needed <p>SEE MEGS for Cost</p> <p>Schools: Alpine Elementary School</p>	Community Engagement, Teacher Collaboration, Behavioral Support Program, Parent Involvement, Academic Support Program	Tier 2	Monitor	08/26/2019	06/05/2020	\$4500	Section 31a	Building Staff, KSSN Staff and Building Principal

Activity - Extended Day Learning Opportunities - Section 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

<p>Students have extended day learning activities to attend which aligns with our move to a competency-based personalized learning system of education where time is the variable and learning is the constant. The elementary buildings host after school tutoring 2-3 days a week with transportation provided. All teachers are highly qualified staff. Students work on standards not yet mastered during the regular school day. There is an emphasis on reading and math during tutoring hours.</p> <p>The Middle School is doing what is called a 7th hour after school learning opportunity. The after school learning time is staffed by certified teaching staff and transportation for students is provided. Students work on mastering core curriculum standards that were not yet mastered during the school year.</p> <p>SEE MEGS for funding.</p> <p>Schools: Zinser Elementary School, Kenowa Hills Middle School, Alpine Elementary School, Kenowa Hills Central Elementary School</p>	Academic Support Program, Technology , Direct Instruction	Tier 2	Monitor	09/09/2019	06/05/2020	\$5500	Section 31a	Teaching Staff and Administrators
---	---	--------	---------	------------	------------	--------	-------------	-----------------------------------

Activity - Tier II College and Career Pathways 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>College and Career Pathway Exploration for students needing additional support in these areas. The stand-alone vocational courses into which high school students with lower academic achievement were often channeled are becoming a thing of the past. Instead, programs that merge CTE, rigorous academic coursework, and career exploration opportunities, while creating clear pathways through high school, college, and beyond, are gaining momentum. High schools are moving away from the stand-alone vocational courses of the past, into which students with lower academic achievement or perceived potential were often channeled. Many educators are now calling for approaches that link career-technical education, rigorous academic coursework, and experiences that show students the relevance of education to their future, while teaching them the academic and employability skills they need to be successful in both college and career. Our Kenowa Hills Pathways High School has a goal to achieve success for all our students.</p> <p>SEE MEGS for Costs</p> <p>Schools: Kenowa Hills Pathways High School</p>	Teacher Collaboration, Academic Support Program, Career Preparation /Orientation , Technology	Tier 2	Monitor	08/26/2019	06/05/2020	\$65000	Section 31a	Pathways High School Principal and Staff

District Improvement Plan

Kenowa Hills Public Schools

Activity - Data Collection and Evaluation - Data Doctor - Title IIA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ewing and Associates contracted services and substitute teachers for trainings. Ewing and associates will provide Kenowa Hills Public Schools training, tools, and processes to maintain compliance with ESSA state and federal program expectations with a focus on improving student achievement in the schools and district. The framework for this work includes (1) determining the current status of compliance via focusing on the CNA, (2) potential next steps with building staff(s), (3) develop, revise and/or refinement of program implementation processes and supports, (4) follow-up guidance and support, and (5) utilizing process data and information to drive continuous improvement. Schools: All Schools	Behavioral Support Program, Academic Support Program, Professional Learning	Tier 1	Implement	09/09/2019	05/08/2020	\$1250	General Fund	Principals, lead teachers and curriculum director
Activity - AP Testing Fees Waiver - 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AP Fee waiver will be available to at-risk students. Schools: Kenowa Hills High School	Academic Support Program	Tier 2	Implement	01/06/2020	05/28/2020	\$750	Section 31a	High school counselors and AP Teaching Staff
Activity - PBIS Coordinator - Title IV	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Kenowa Hills Public Schools

Under the direction of the PBIS Manager, the PBIS Coordinator/Coach will be responsible for the overall management of the Positive Behavioral Interventions and Supports program including providing training and technical assistance to school teams and PBIS Coaches to maintain and develop school-wide PBIS systems. Facilitate sustainability and expansion of PBIS practices district-wide. Provide and/or facilitate quality training at all three tiers of PBIS: universal, secondary and tertiary. Ongoing support to district level PBIS Coaches. Oversee district level data collection, management and analysis. Train and provide ongoing technical and data analysis support to staff who use school-wide data collection systems Train and provide ongoing technical and data analysis support to staff who use secondary tier data collection systems Collect and monitor school and district databases to track and analyze student behavioral data including office discipline referrals, suspensions, team implementation, and coach assessment of schoolwide implementation Develop collaboration with multiple district departments and initiatives including True Success, diversity and cultural competency, classroom management, specialized behavioral interventions, and data warehousing and support Participate in regional leadership conferences and meetings. Ongoing coaching of school-based PBIS teams. SEE MEGS for Costs Schools: Kenowa Hills High School	Teacher Collaboration, Parent Involvement, Academic Support Program, Career Preparation /Orientation, Technology	Tier 2	Implement	08/26/2019	06/05/2020	\$8274	Title IV Part A	PBIS Coordinator, Building Principals and Teaching Staff
--	--	--------	-----------	------------	------------	--------	-----------------	--

Activity - Secondary Extended Year - 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended year opportunities are offered to students as a part of our journey to become a competency-based school system. This extended year time gives students more time to master important concepts needed for the next year's work or for future college and career readiness. The extended year runs for 2 weeks after school is dismissed. Schools: Kenowa Hills High School, Kenowa Hills Middle School	Academic Support Program, Career Preparation /Orientation, Technology, Direct Instruction	Tier 2	Implement	06/08/2020	06/19/2020	\$6000	Section 31a	Secondary Principals and Staff

Goal 4: All students will score proficient in English language arts.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency via reading in English Language Arts by 06/05/2020 as measured by the state assessment.

Strategy 1:

Development of a Competency-Based Personalized Learning System of Education - The competency-based personalized learning system of education is at the heart of Kenowa Hills Public School's District Improvement Plan. This system is an innovative, cutting-edge approach for personalization with anytime, anywhere, and any-pace learning. This system of education challenges the systemic elements of the traditional education system by re-engineering instruction to focus on competency-based instruction supported by a deep commitment to children – that every child will learn, that every child can meet high standards, and that every child can succeed in life.

Kenowa Hills Public Schools began building the foundation for transition to a competency-based personalized learning system of education in partnership with the Re-Inventing Schools Coalition (RISC) in 2012. The RISC approach is a comprehensive, well-articulated approach to competency-based reform that is supported by more than 35 years of research on best practices in helping all students reach high levels of academic and personal excellence. Its framework is a learner-centered, competency-based system rather than a teacher-driven, Carnegie unit or time-based system. In a traditional education system, time is the constant and learning is the variable; in a competency-based system, learning is the constant and time is the variable. In 2016, Kenowa Hills partnered with KnowledgeWorks as they are a leader in competency-based education. Title IIA grant funds were used to contract a part-time personalized learning coach from KnowledgeWorks to work with our staff and administration. In 2018-19, our district wrote a State grant and was awarded funds to contract a full-time competency-based coach from a district in Maine. Maine's RSU2 District has been a leader in implementing competency-based education. One of their retired principals works with our administrators and staff to help them continue to create a competency-based system of education for Kenowa Hills Public Schools. In 2019-20 KHPS plans to continue their work in becoming a competency-based system utilizing competency-based coaching and creating essential standards and life skills to create future competencies.

Competency-based personalized learning offers a great deal of promise and possibility to address the district's educational goals to: 1) ensure equity for all learners; 2) better engage each learner to achieve at higher levels; and 3) prepare all learners to be critical/creative thinkers and self-directed life-long learners.

Category: Career and College Ready

Research Cited: Competency-based personalized learning is built on core findings from syntheses of Effective Schools research conducted since the 1970s that support the idea that all children can learn and that schools have within their control the factors needed to ensure that students master required content (Marzano, 2007; Marzano, 2000, Good & Brody, 1986) Results of studies conducted with schools using the RISC model has demonstrated positive outcomes for districts implementing it. In a study conducted by Marzano Research Laboratory (Haystead, 2010) comparing RISC and non-RISC schools, results suggest that students in RISC schools are 37% more likely to score proficient or above on state tests for reading, 54% more likely to score proficient or above in writing, and 55% more likely to score proficient or above in mathematics.

Districts that have committed to competency-based education have seen results. Chugach School District in Alaska, one of the first districts to embrace competency-based education, transformed its schools. Within 5 years, average student achievement rose from the bottom quartile to the 72nd percentile; the percentage of

students participating in college entrance exams rose from 0% to more than 70% by 2000 (DeLorenzo et al., 2008). Lindsay Unified in the Central Valley of California is showing early indicators that they are also on the way to higher achieving schools. Proficiency rates in English Language Arts for 9th graders increased from 29% in 2009 to 41% in 2012 (www.lindsay.k12.ca.us).

The positive research behind this competency-based model led the Robert Marzano Research Laboratory to purchase it in 2015 from the Re-Inventing Schools Coalition. Robert Marzano is a leading educational researcher with proven results with helping schools achieve higher levels of academic success. Marzano's High Reliability Schools Framework incorporates 40 years of educational research pertaining to highly effective schools. Using the framework and indicators, districts and schools can drive permanent, positive, and significant impacts on student achievement by synthesizing multiple complex initiatives into one harmonious system. This framework has helped us to create a highly effective competency-based personalized learning system for all students.

Research Cited: Maximizing Competency Education and Blended Learning: Insights from Experts, CompetencyWorks Issue Brief (March 2015) by Susan Patrick and Chris Sturgis. •A K–12 Federal Policy Framework for Competency Education: Building Capacity for Systems Change by Maria Worthen and Lillian Pace, February 2014. •Delorenzo, Richard A., and Wendy Battino. Delivering on the promise: The education revolution. Solution Tree Press, 2013. •Bramante, Fred & Colby, Rose, Off the Clock: Moving Education from Time to Competency, Corwin, 2012. •Marzano, Robert, "A Handbook for High Reliability Schools, The Next Step in School Reform", Marzano Research, 2014.

Tier: Tier 1

Activity - Gradual Release of Responsibility Instructional Model Implementation and Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our district vision is aligned with the Marzano High Reliability Schools Framework. The framework speaks to the need to have a research-based instructional model as an essential element of Level 2: Effective Teaching in Every Classroom. In 2019-20 our teachers will continue to receive professional development from our instructional coaches surrounding our district instructional model, Gradual Release of Responsibility (GRR). The 2019-20 goal is to have 100% of staff implementing highly effective collaborative learning activities in their classrooms. Teacher evaluations will continue to be based on teachers showing growth in the area of implementing the GRR instructional model. Staff professional development will involve "Classroom Learning Labs", Instructional Coaching, and Professional Learning Community times. Highly effective collaborative learning leads to higher order thinking skills which are essential for students to be college and career ready. Schools: All Schools	Professional Learning, Technology, Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$0	No Funding Required	All K-12 Instructional and Administrative Staff

Activity - Learning Management System (LMS) Professional Development and Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

In 2018-19 we had a group of 40 teacher implementing a new LMS called Canvas by Instructure. The early implementation team used Canvas throughout 2018-19 and provided feedback on areas of improvement and needs for future training. In August of 2019 the entire K-12 staff will receive training related to using Canvas as their new LMS. Canvas will support our teachers in personalizing learning for all students. This LMS will help support Marzano's High Reliability Schools Level 4: Standards-referenced reporting along with helping teachers personalize instruction for Level 5: Competency-based Education.	Parent Involvement, Professional Learning, Technology, Curriculum Development	Tier 1	Implement	08/26/2019	06/05/2020	\$7000	General Fund	All K-12 Instructional and Administrative Staff
Schools: All Schools								

Activity - KnowledgeWorks Personalized Learning Instructional Coaching and Professional Development - Title II Part A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coaching and professional development services facilitate our continued implementation of a personalized learning system of education. KnowledgeWorks Coaching services will include: 1) Professional development for Kenowa Hills Instructional Coaches surrounding personalized learning, 2) Strategic planning with the district improvement and school improvement teams. 3) Building and district level analyses and reports surrounding personalized learning implementation; including strengths and areas for continued growth. 4) Professional development for Kenowa Hills teacher leadership teams surrounding personalized learning and the continuous cycle of strategic planning. Each building and the district have created Personal Mastery Action Plans addressing the 5 levels of Marzano's High Reliability Schools. Personal Mastery Coaching is Level 5 in Marzano's Hierarchy of High Reliability Schools Framework.	Teacher Collaboration, Parent Involvement, Policy and Process, Professional Learning, Technology, Curriculum Development, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$2700	General Fund	Personal Mastery Coach, PreK-12 Teaching Staff, and Administrators
Schools: All Schools								

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop). Each building administers surveys to parents, staff and students to honor Stakeholder Voice. Each building has a feedback loop associated with sharing the survey results. Stakeholder voice and choice is Level 5 in the Hierarchy of High Reliability Schools Research.	Community Engagement, Teacher Collaboration, Parent Involvement, Policy and Process, Technology	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	No Funding Required	All Kenowa Hills Staff and Administrators
Schools: All Schools								

Activity - Competency-Based Personalized Learning On-Site Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In 2018-19 we employed a competency-based on-site year round coach to help us take the next steps in becoming a competency-based system of education. The resident CBE specialist will work with administrators, staff, parents, and the CBE Consortium to help us plan for our implementation of personal mastery. 2018-19 goals were to define our KHPS essential standards for ELA, Math, Social Studies and Science. In 2019-20 we will continue this essential standards work with our elective courses. This activity falls under the Level 5 of the High Reliability Framework by Marzano Research. Defining essential standards is a prerequisite to writing competencies.	Teacher Collaboration, Professional Learning, Technology, Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$23750	General Fund	Personalized Learning Coach, Administrators, Teaching Staff
Schools: All Schools								

Activity - Middle School Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

Kenowa Hills Middle School has implemented a program to help schedule students for additional academic intervention or enrichment called Flex Scheduler. The Middle School is moving to trimesters in 2019-20 to offer more student choice in courses. New course offerings include Environmental Studies, Odyssey of the Mind, Yoga, Spanish, Virtual Reality Cultural Studies, Technology and STEM. Funding includes start up costs for materials for the new courses. Schedules meeting student needs is Level 5: Personal Mastery; in the Hierarchy of High Reliability Schools Framework.	Academic Support Program, Technology	Tier 1	Implement	08/26/2019	06/05/2020	\$2500	General Fund	Middle School Principal and Staff
Schools: Kenowa Hills Middle School, Kenowa Hills Middle School								
Activity - Safe and Orderly Environment - Capturing Kids' Hearts - Title IIA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Capturing Kids' Hearts is an evidence-based program to provide strategy and training for all KHPS staff. Capturing Kids' Hearts is an immersive, participatory experience. Teachers, staff, and administrators learn and practice skills including: How to build meaningful, productive relationships with every student, how to use the EXCEL Model of teaching to create a safe, effective environment for learning, how to develop self-managing, high-performing classrooms using team-building skills and a Social Contract, and high payoff techniques for dealing with conflict, negative behavior, and disrespect issues. This program is part of Level 1: Safe and Orderly Environment; Marzano's Hierarchy of High Reliability Schools. All KHPS staff will be involved in the Capturing Kids Hearts training in August 2019.	Behavioral Support Program	Tier 1	Implement	08/21/2019	06/05/2020	\$30525	General Fund	Secondary teaching staff and principals
Schools: All Schools								
Activity - K-12 21st Century Report Card and Transcript Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In 2019-20 report card teams of teacher leaders and administrators will be created to review our KHPS reporting process and transcripts. There will be a grades K-5 team and a grades 6-12 team. These teams will be working on the High Reliability Schools Framework Level 5: Competency-Based Education. The goal of the teams will to create a transparent reporting system for all stakeholders that focuses on what academic standards a student has mastered along with career ready skills being reported separately.	Teacher Collaboration, Parent Involvement, Policy and Process, Technology	Tier 1	Getting Ready	09/09/2019	06/05/2020	\$500	General Fund	Teachers and administrators
Schools: All Schools								

District Improvement Plan

Kenowa Hills Public Schools

Activity - Habits of Mind - Middle School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The Middle School is implementing the "Habits of Mind" of work and life related skills. The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.</p> <p>Schools: Kenowa Hills Middle School</p>	Teacher Collaboration, Behavioral Support Program, Parent Involvement, Policy and Process, Academic Support Program, Professional Learning, Technology, Materials, Direct Instruction	Tier 1		08/26/2019	06/05/2020	\$250	General Fund	Teachers and administrators

Activity - Leadership Growth	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>KHPS offers leadership growth for administrators with leadership coaching from a MASSP coach, and leadership growth for teachers when they participate in our KHPS Leadership Mentoring Program that includes mentoring and goal setting for teaching staff interested in being teacher or administrative leaders.</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Implement	08/26/2019	06/05/2020	\$2500	General Fund	Teachers, administrators, MASSP coach

Strategy 2:

Guaranteed and Viable Curriculum (GVC) - The essential components of a GVC include: 1) essential content identified for all students; 2) adequate time for students to master the essential content; 3) both instruction and assessment that is aligned with the essential content; 4) consistent use of vocabulary used in all classes (regardless of teacher, building, or course section); and 5) a focus on student achievement goals and targets.

The KHPS GVC will be a written curriculum that incorporates the district's expectations for good instruction, essential content, and affirm our shared vision. Based on state and national standards and feedback from all KHPS stakeholders, the curriculum will be structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum will reflect a commitment to equity, diversity and address the wide range of needs and abilities of all students.

District Improvement Plan

Kenowa Hills Public Schools

In order to assure coherence across the entire system, district leaders have established a vision of powerful teaching and learning in collaboration with all stakeholders. The district will provide direction, assistance and resources to align, support, and enhance all parts of the system in seeking to successfully achieve our vision.

Focus areas for 2019-20 based on our District CNA data will be the implementation of math and science curriculum materials using the essential standards for all courses along with common assessments including performance assessments. Math professional development and coaching support for mathematics instruction will be another focus for 2019-20.

A guaranteed and viable curriculum is the variable most strongly related to student achievement at the school level. (Marzano, DeFour 2011)

Category: Career and College Ready

Research Cited: •Marzano, R. J. (2003). What works in schools: Translating research into action. Alexandria, Va: Association for Supervision and Curriculum Development. What Works in Schools (ASCD, 2003) • DuFour, R., & Marzano, R. J. (2011). Leaders of learning: How district, school, and classroom leaders improve student achievement. Bloomington, IN: Solution Tree Press. •What Works in Schools (ASCD, 2003) •Correlates of Effective Schools (Lezotte, n.d.)

Tier: Tier 1

Activity - Professional Learning Communities (PLC's)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kenowa Hills will continue to promote and support the PLC model of collaboration and professional growth. Four guiding questions will guide KHPS PLC teams: 1) what curriculum do we want students to know; 2) how will we know when they have learned it; 3) how will we respond when students do not learn the intended curriculum; and 4) how will we respond when students already know the intended curriculum. KHPS will provide monthly PLC time through an early student dismissal process. PLC teams are organized by grade level at the elementary level and department at the secondary level Schools: All Schools	Teacher Collaboration, Professional Learning, Technology, Curriculum Development, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	No Funding Required	All KHPS Certified and Administrative Staff

Activity - K-12 Essential Standards Leadership Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

In 2018-19, teams of teachers representing PreK-12 classes went through a protocol with our competency-based education coach to determine essential standards for the core subject areas. Substitutes replace teachers so they are able to meet in K-12 curriculum teams to determine and align essential standards. In 2019-20, our elective course teachers will use the same protocol with our competency-based coach to define essential standards for their classes. All essential standards will be defined by June 2020. The next step in the work will be to create competencies for each grade and course. Schools: All Schools	Teacher Collaboration, Policy and Process, Technology, Curriculum Development	Tier 1	Evaluate	08/26/2019	06/05/2020	\$1000	General Fund	Administrators, Coaches, Building School Improvement Chairs, Elementary Grade Level Chairs, Secondary Department Chairs
---	---	--------	----------	------------	------------	--------	--------------	---

Activity - Classroom Learning Labs - Title II Part A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. The lab classroom provides an authentic opportunity for colleagues to see highly effective instruction in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving. In 2019-20 the focus of classroom learning labs will be examples of personal mastery in the classroom. This also includes school climate, our instructional model, focus on essential standards and assessments, which are all part of our buildings personal mastery action plans. Schools: All Schools	Teacher Collaboration, Professional Learning, Technology, Curriculum Development, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$1250	General Fund	Grades PreK-12 Teaching Staff, Kent ISD Staff and Administrators

Activity - Reading and Writing Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

<p>Our K-12 ELA staff has been using the MAISA materials as the core materials used in their Reading and Writing Workshop instruction. These MAISA units are aligned with our State ELA standards.</p> <p>Classroom Learning Labs and KHPS Instructional Coaches will continue to support ELA instruction in our district.</p> <p>Our K-12 ELA classrooms each have a classroom library for students to choose books at their interest level and reading level. We budget replacement costs for each classroom library along with a small budget for new books.</p> <p>Our K-3 teachers use Phonics First and Grammar units as a supplement to their MAISA reading and writing units.</p> <p>KHPS instructional coaches attend the Literacy Coaches Network meetings at Kent ISD to continue their expertise in the area of language arts instruction.</p> <p>Schools: Kenowa Hills High School, Zinser Elementary School, Kenowa Hills Middle School, Alpine Elementary School, Kenowa Hills Central Elementary School</p>	<p>Teacher Collaboration, Professional Learning, Technology, Curriculum Development, Direct Instruction</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/26/2019</p>	<p>06/05/2020</p>	<p>\$23200</p>	<p>General Fund</p>	<p>Grades PreK-12 ELA staff and administrators</p>
---	---	---------------	----------------	-------------------	-------------------	----------------	---------------------	--

Activity - K-12 Performance Assessment Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>KHPS started a Performance-Based Assessment Team of K-12 teacher leaders in 2018-19 to create performance assessments during professional development time with Jonathan VanderEls, a performance assessment expert. This assessment work is part of Level 3 of Marzano's High Reliability Schools Framework: Guaranteed and Viable Curriculum. Jonathan VanderEls will continue working with teams of teachers during the 2019-20 school year so that all staff will be trained in creating, administering and evaluating performance assessments written to assess essential standards.</p> <p>Schools: All Schools</p>	<p>Teacher Collaboration, Professional Learning, Technology, Curriculum Development, Direct Instruction</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/26/2019</p>	<p>06/05/2020</p>	<p>\$3750</p>	<p>General Fund</p>	<p>Teachers, administrators and Jonathan VanderEls</p>

Activity - Essential Instructional Practices in Early Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

Our CNA shows gaps in reading with our subgroups. To improve reading achievement and reach a goal of all students reading by grade 3. KHPS has implemented a literacy coaching model that has all KHPS K-3 teaching staff receiving professional development related to the Essential Instructional Practices in Early Literacy. Each instructional coach spends time in classrooms and with teachers during PLC time to ensure that these researched instructional practices are implemented at the Tier 1 level. KHPS also offers K-3 after school tutoring with transportation to students reading below grade level. Schools: Zinser Elementary School, Alpine Elementary School, Kenowa Hills Central Elementary School	Teacher Collaboration, Parent Involvement, Professional Learning, Technology, Curriculum Development, Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$34000	Other	K-5 teaching staff and instructional coaches
--	--	--------	-----------	------------	------------	---------	-------	--

Activity - MACUL Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A group of teachers will attend the annual MACUL conference in Grand Rapids in 2020. This conference helps our teachers see education from a future technologies view. This professional development opportunity will enable our teachers to learn ways to integrate technology and the Mltch standards into their curriculum. Schools: All Schools	Academic Support Program, Professional Learning, Career Preparation /Orientation, Technology, Curriculum Development, Materials, Direct Instruction	Tier 1	Implement	03/19/2020	03/20/2020	\$1000	Title IV Part A	Teaching Staff

Measurable Objective 2:

65% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Homeless, Students with Disabilities and English Learners students will demonstrate a proficiency via reading in English Language Arts by 06/07/2019 as measured by the state assessment.

Strategy 1:

Multi-Tiered System of Supports (MTSS) - Multi-Tiered System of Supports (MTSS) is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on

- providing high quality instruction and interventions based on student needs.
- monitoring progress frequently to make decisions about changes in instruction or goals.
- using data to allocate resources to improve student learning.

MTSS is a continuing cycle during the school year, and even between school years. Information about the student's skills is used to determine when the intervention is

successful, or when it needs to be changed or intensified.

Implementation of a MTSS requires the use of a tiered model of intervention. Tier I is the foundation and contains the core curriculum (both academic and behavioral). The core curriculum should be effective for approximately 80% -85% of the students. If a significant number of students are not successful in the core curriculum, It is suggested that instructional variables, curricular variables and structural variables (e.g., building schedules) should be examined to determine where instruction needs to be strengthened, while at the same time addressing the learning needs of the students not being successful. Tier I interventions focus on group interventions for all students and are characterized as preventive and proactive. It is important to note that the core curriculum in one school or district may be different from that in another school or district in order to ensure that 80-85 percent of the students are successful. Student performance and needs is quite variable across schools and a responsive core curriculum will reflect that variability.

Tier II interventions serve approximately 15% of students. Interventions are targeted group interventions. Students at Tier II continue to receive Tier I instruction in addition to Tier II interventions. Based on performance data, students move fluidly between Tier I and Tier II.

Tier III serves approximately 5% of students. Students at this tier receive intensive, individual interventions. Once students reach target skills levels, the intensity and/or level of support is adjusted. These students also move fluidly among and between the tiers.

Category: Learning Support Systems

Research Cited: •Gersten, R., Compton, D. Connor. C.M., Domino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to intervention and multi-tier intervention in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Instate of Education Sciences, U.S. Department of Education.

•Jimerson, S. R., Burns, M. K., & VanDerHeyden, A. M. (2007). Response to intervention at school: The science and practice of assessment and intervention. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (eds.), Handbook of response to intervention: The science and practice of assessment and intervention (pp. 3-9). New York, NY: Springer.

•New York, NY: Springer. NASDSE (2005). Response to intervention: Policy considerations and implementation. Alexandria, VA: NASDSE.

•Hoover, J. J. (2009). Differentiating learning differences from disabilities: Meeting diverse needs through multi-tiered response to intervention. Boston, MA: Allyn & Bacon.

•Fuchs, D., & Fuchs, L. S. (2006). Introduction to response to intervention: What, why, and how valid is it? Reading Research Quarterly, 41 (1), 93-98.

Tier: Tier 2

Activity - Tier II Academic Intervention Specialists - Title I Part A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

KHPS has adopted the Response to Intervention (RtI) framework as the MTTs. Our CNA shows gaps in subgroups' achievement. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction. *SEE MEGS for total costs Schools: Zinser Elementary School, Alpine Elementary School, Kenowa Hills Central Elementary School	Academic Support Program	Tier 2	Monitor	08/26/2019	06/05/2020	\$105698	Title I Part A	Academic Intervention Specialists, Elementary Principals, and Director of Curriculum and Instruction.
Activity - Tier II Academic Intervention Specialists - Section 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Kenowa Hills Public Schools

<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTS. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>This Tier II intervention includes Middle School classes provided by Math and ELA teachers giving Tier II math and ELA support. There will also be a class at the Middle School focusing on Habits of Mind. The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.</p> <p>At the elementary level, our physical education, music, art and Spanish teachers will be trained by our instructional coaches to work with K-3 reading interventions with students when they are not teaching their specialist class.</p> <p>SEE MEGS for Funding</p> <p>Schools: Zinser Elementary School, Kenowa Hills Middle School, Alpine Elementary School, Kenowa Hills Central Elementary School</p>	Academic Support Program	Tier 2	Monitor	08/26/2019	06/05/2020	\$1625	Section 31a	Academic Intervention ists, Middle School Principal, Curriculum Director
Activity - High School At-Risk Counselor - Section 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Kenowa Hills Public Schools

<p>The annual KHPS Section 31a needs assessment (for all students in the district) indicates a need for supplementary social and emotional support at the high school level. A plethora of research suggests that when schools fail to meet students' social and emotional needs, it restricts their access to the intended curriculum.</p> <p>The high school at-risk counselor will work with the population of students identified via the needs assessment who require supplemental social and emotional support. This counselor will not be involved in the traditional counseling duties (such as scheduling, college preparations, testing support). Instead, this employee will exclusively provide support above and beyond the supports that are already being provided by the general fund counselors. At-risk students serviced will include the McKinney Vento students.</p> <p>*SEE MEGS for costs</p>	Teacher Collaboration, Behavioral Support Program, Academic Support Program, Career Preparation /Orientation	Tier 2	Monitor	08/26/2019	06/05/2020	\$26500	Section 31a	High School at-risk Counselor and High School Principal.
Schools: Kenowa Hills High School								

Activity - Middle School Behavior Interventionist - Section 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The annual 31a needs assessment (for all students in the district) indicates a need for supplementary behavioral supports at the middle school. The middle school behavior interventionists will provide supplementary behavior interventions to students at the middle school who qualify for 31a services and require additional, supplementary behavioral supports. This staff member will utilize research-based behavior intervention strategies, including restorative justice techniques, in an effort to provide qualifying students with supplementary support.</p> <p>*SEE MEGS for costs</p>	Behavioral Support Program	Tier 2	Monitor	08/26/2019	06/05/2020	\$9750	Section 31a	Middle School Behavior Interventionist and Middle School Principal.
Schools: Kenowa Hills Middle School								

Activity - Summer School-Camp Kenowa - Title I	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

<p>Based on Kenowa Hills' annual 31a needs analysis, students were identified as needing additional academic support beyond the traditional school year. Eligible students identified as needing supplementary instructional support will be invited to summer school and this includes any McKinney Vento student achieving below their grade level standards. Camp Kenowa includes K-5 students needing additional instruction in the core curriculum.</p> <p>Summer school is an activity that helps make time the variable and learning the constant. Research-driven instructional strategies will be implemented and evaluated with the intent of increasing academic achievement.</p> <p>Camp Kenowa is staffed by highly qualified teaching staff and runs for 4 four day a week sessions. in late July and early August</p> <p>*SEE MEGS for total costs</p> <p>Schools: Zinser Elementary School, Alpine Elementary School, Kenowa Hills Central Elementary School</p>	Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Materials, Direct Instruction	Tier 2	Monitor	06/10/2019	08/08/2019	\$9151	Title I Part A	Summer School Coordinator and Instructional Staff.
--	--	--------	---------	------------	------------	--------	----------------	--

Activity - High School Credit Recovery - Section 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The annual KHPS Section 31a needs analysis revealed a significant number of students failing courses at the high school level. Supplemental support is needed to provide these students with an immediate, credit-recovering academic intervention. This supplemental program is a necessity in keeping students on a pathway toward on-time graduation and moreover, earning a high school diploma.</p> <p>*SEE MEGS for total costs</p> <p>Schools: Kenowa Hills High School</p>	Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology	Tier 2	Monitor	08/26/2019	06/05/2020	\$26250	Section 31a	Credit Recovery Coordinator, Teaching Staff and High School Principal.

Activity - English Learner Supplemental Support - Title III	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

<p>Our Title III program resources will be utilized to deliver supplemental classroom support to our English Learner students. Student achievement data (CNA) suggests significant achievement gaps exist with our EL students. The intent of this activity is to provide targeted, research based, supplemental support and services to our EL students. This will be accomplished by:</p> <ul style="list-style-type: none"> -Contracted certified EL staff to provide direct service to qualifying EL students. At the elementary level, this service will be provided by a combination of pull out and push in support. At the secondary level, this service will be provided through a designated course students are enrolled in as well as time set aside for intervention. -A part-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) will work with English Learners in the classroom at the secondary level (time is split between the high school and middle school based on student need). -A full-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) will work with English Learners in the classroom at the elementary level. -Professional development for EL staff related to best practices for EL students. -Materials needed to enhance instruction. -Parent nights to provide parents with information on how to assist their child's learning and connect our EL families to other resources in the community. <p>*SEE MEGS for total cost</p> <p>Schools: All Schools</p>	Teacher Collaboration, Parent Involvement, Academic Support Program, Technology	Tier 2		08/26/2019	06/05/2020	\$3281	Title III	English Learner Staff and Title III Coordinator
---	---	--------	--	------------	------------	--------	-----------	---

Activity - Migrant Student Supplementary Support - Title I Part C	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

<p>Student achievement data (CNA) suggests gaps exist for our migrant students in the core content areas of the curriculum. Therefore, the intent of this activity is to provide support and supplemental resources necessary to allow acceleration of student achievement for our migrant students. This activity supports the needs and urgency in providing a guaranteed and viable curriculum for all students. Supplemental supports are as follows:</p> <ul style="list-style-type: none"> -Contracted certified EL staff to provide direct service to migrant students. At the elementary level, this service will be provided by a combination of pull out and push in support. At the secondary level, this service will be provided through a designated course students are enrolled in as well as time set aside for intervention. -A part-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) to work with migrant students in the classroom at the secondary level (time is split between the high school and middle school based on student need). -A full-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) to work with English Learners in the classroom at the elementary level. -Additional certified staff contracted through a substitute agency to help serve the diverse needs of our migrant students. The FTE of staff will vary based on funding and the number of migrant students returning in the fall. -Additional paraprofessional staff contracted through a substitute agency to help serve the diverse needs of our migrant students. The FTE of staff will vary based on funding and the number of migrant students returning in the fall. -A part-time administrative assistant to the EL program to assist with data entry and progress monitoring. -Professional development for EL staff related to best practices for EL students. -Academic materials to enhance instruction. <p>*SEE MEGS for total costs</p> <p>Schools: All Schools</p>	Teacher Collaboration, Parent Involvement, Academic Support Program, Technology, Direct Instruction	Tier 2	Monitor	08/26/2019	06/05/2020	\$17290	Title I Part C	Title I Part C staff and Program Coordinator
Activity - McKinney-Vento Supports and Services - Title I Part A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Kenowa Hills Public Schools

Our district has reserved money from our Title I Part A allocation for students qualifying for McKinney Vento Services. McKinney Vento student needs include school of origin transportation, clothing, food, school fees, school and personal supplies, counseling if needed, Title I services if needed, and tutoring and/or summer school if needed so students have everything they need to be successful in school. *SEE MEGS for total cost Schools: All Schools	Teacher Collaboration, Behavioral Support Program, Academic Support Program, Materials	Tier 2	Monitor	08/26/2019	06/05/2020	\$4922	Title I Part A	District and Building McKinney-Vento Liaisons and Teaching Staff
--	--	--------	---------	------------	------------	--------	----------------	--

Activity - Instructional Coaching (K-12)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Instructional Coaches will organize and implement Classroom Learning Labs (CLL) to support teachers professional development. Instructional Coaches will also support teachers with the Gradual Release of Responsibility Instructional Framework. The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. Like surgical theaters where doctors observe actual operations in progress to hone their techniques, the lab classroom provides an authentic opportunity for colleagues to see ideas in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving.</p> <p>Our instructional coaches also work collaboratively with teachers on an individual basis to improve Tier I instruction (GRR Model).</p> <p>In addition, the elementary coaches will collaborate with our K-3 staff to keep a focus on our goal of having all students reading at level by grade 3. The coaches will coach teachers with Tier I literacy interventions to help meet the needs of all students during Tier I instruction.</p> <p>*SEE MEGS for total costs</p> <p>Schools: All Schools</p>	Teacher Collaboration, Academic Support Program, Professional Learning, Technology, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$117921	Section 31a, Title I Part A, Title II Part A	Instructional Coaches, Administrators and Teaching Staff

Activity - Parent and Family Engagement - Title I Part A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

<p>Parent and family engagement at KHPS is a high priority. Parent and family engagement activities include: KHPS website, newsletters, school messenger, facilities study teams, district and school improvement teams, PTOs, Band Boosters, EL family nights, open houses, curriculum nights, parent/teacher conferences, Watch Dog programs at K-8 buildings, Reading Literacy Nights, board meetings, and internet based curriculum to use at home with students. Specific parent involvement activities for our Migrant and EL students are:</p> <ul style="list-style-type: none"> -At least two parent nights will be held during the school year. At these meetings, essential ELA and math curriculum components will be shared with families. In addition, parents will be given strategies to assist in developing their child's reading, writing, speaking and math skills at home. -A variety of important school information and parent tips will be shared in order to assist parents in preparing their child for school and specific events. <p>*SEE MEGS for total cost</p> <p>Schools: All Schools</p>	Community Engagement, Teacher Collaboration, Parent Involvement, Supplemental Materials, Materials	Tier 1	Evaluate	08/26/2019	06/05/2020	\$1278	Title I Part A	District Staff and Administrators
---	--	--------	----------	------------	------------	--------	----------------	-----------------------------------

Activity - KSSN Community School Support - Section 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Kent School Services Network (KSSN) brings health and human services into the school building to serve students and families. This idea is called a "community school."</p> <p>Placing services at school removes many barriers that families have, and helps keep students in class. When students are in class, they can keep learning and achieving.</p> <p>The goals of KSSN Staff:</p> <ul style="list-style-type: none"> •Increase student achievement •Lower student absences •Improve coordination of services •Deliver health and human services as they are needed <p>SEE MEGS for Cost</p> <p>Schools: Alpine Elementary School</p>	Community Engagement, Teacher Collaboration, Behavioral Support Program, Parent Involvement, Academic Support Program, Technology	Tier 2	Monitor	08/26/2019	06/05/2020	\$4500	Section 31a	KSSN Staff, Building Principal and Teaching Staff

Activity - Extended Day Learning Opportunities - Section 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

<p>Students have extended day learning activities to attend which aligns with our move to a competency-based personalized learning system of education where time is the variable and learning is the constant. The elementary buildings host after school tutoring 2-3 days a week with transportation provided. All teachers are highly qualified staff. Students work on standards not yet mastered during the regular school day. There is an emphasis on reading and math during tutoring hours.</p> <p>The Middle School is doing what is called a 7th hour after school learning opportunity. The after school learning time is staffed by certified teaching staff and transportation for students is provided. Students work on mastering core curriculum standards that were not yet mastered during the school year.</p> <p>SEE MEGS for funding.</p> <p>Schools: Zinser Elementary School, Kenowa Hills Middle School, Alpine Elementary School, Kenowa Hills Central Elementary School</p>	Teacher Collaboration, Academic Support Program, Technology, Direct Instruction	Tier 2	Monitor	09/09/2019	06/05/2020	\$5500	Section 31a	Certified Teaching Staff and Administrators
---	---	--------	---------	------------	------------	--------	-------------	---

Activity - Tier II College and Career Pathways - 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>College and Career Pathway Exploration for students needing additional support in these areas. The stand-alone vocational courses into which high school students with lower academic achievement were often channeled are becoming a thing of the past. Instead, programs that merge CTE, rigorous academic coursework, and career exploration opportunities, while creating clear pathways through high school, college, and beyond, are gaining momentum. High schools are moving away from the stand-alone vocational courses of the past, into which students with lower academic achievement or perceived potential were often channeled. Many educators are now calling for approaches that link career-technical education, rigorous academic coursework, and experiences that show students the relevance of education to their future, while teaching them the academic and employability skills they need to be successful in both college and career. Our Kenowa Hills Pathways High School has a goal to achieve success for all our students.</p> <p>SEE MEGS for Costs</p> <p>Schools: Kenowa Hills Pathways High School</p>	Academic Support Program, Career Preparation /Orientation, Technology	Tier 2	Implement	08/26/2019	06/05/2020	\$65000	Section 31a	Pathways High School Principal and Staff

District Improvement Plan

Kenowa Hills Public Schools

Activity - Data Collection and Evaluation - Data Doctor - Title IIA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ewing and Associates contracted services and substitute teachers for trainings. Ewing and associates will provide Kenowa Hills Public Schools training, tools, and processes to maintain compliance with ESSA state and federal program expectations with a focus on improving student achievement in the schools and district. The framework for this work includes (1) determining the current status of compliance via focusing on the CNA, (2) potential next steps with building staff(s), (3) develop, revise and/or refinement of program implementation processes and supports, (4) follow-up guidance and support, and (5) utilizing process data and information to drive continuous improvement. Schools: All Schools	Behavioral Support Program, Academic Support Program, Professional Learning, Technology	Tier 1	Implement	09/02/2019	05/08/2020	\$1250	General Fund	Principals, lead teachers and curriculum director
Activity - AP Testing Fees Waiver - 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AP Fee Waivers are available for at-risk students. Schools: Kenowa Hills High School	Academic Support Program	Tier 2	Implement	01/06/2020	05/29/2020	\$750	Section 31a	High School Counselors and AP Teaching Staff
Activity - PBIS Coordinator - Title IV	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Kenowa Hills Public Schools

<p>Under the direction of the PBIS Manager, the PBIS Coordinator/Coach will be responsible for the overall management of the Positive Behavioral Interventions and Supports program including providing training and technical assistance to school teams and PBIS Coaches to maintain and develop school-wide PBIS systems.</p> <p>Facilitate sustainability and expansion of PBIS practices district-wide.</p> <p>Provide and/or facilitate quality training at all three tiers of PBIS: universal, secondary and tertiary.</p> <p>Ongoing support to district level PBIS Coaches.</p> <p>Oversee district level data collection, management and analysis.</p> <p>Train and provide ongoing technical and data analysis support to staff who use school-wide data collection systems</p> <p>Train and provide ongoing technical and data analysis support to staff who use secondary tier data collection systems</p> <p>Collect and monitor school and district databases to track and analyze student behavioral data including office discipline referrals, suspensions, team implementation, and coach assessment of schoolwide implementation</p> <p>Develop collaboration with multiple district departments and initiatives including True Success, diversity and cultural competency, classroom management, specialized behavioral interventions, and data warehousing and support</p> <p>Participate in regional leadership conferences and meetings.</p> <p>Ongoing coaching of school-based PBIS teams.</p> <p>SEE MEGS for Costs</p> <p>Schools: Kenowa Hills High School</p>	<p>Teacher Collaboration, Behavioral Support Program, Parent Involvement, Policy and Process, Academic Support Program, Technology, Direct Instruction</p>	Tier 2		08/26/2019	06/05/2020	\$8274	Title IV Part A	PBIS Coordinator, Building Principals, Teaching Staff
---	--	--------	--	------------	------------	--------	-----------------	---

Activity - Secondary Extended Year - 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Extended year opportunities are offered to students as a part of our journey to become a competency-based school system. This extended year time gives students more time to master important concepts needed for the next year's work or for future college and career readiness. The extended year runs for 2 weeks after school is dismissed.</p> <p>Schools: Kenowa Hills High School, Kenowa Hills Middle School</p>	<p>Academic Support Program, Career Preparation /Orientation, Technology, Direct Instruction</p>	Tier 2	Implement	06/08/2020	06/19/2020	\$6000	Section 31a	Principals and Teaching Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Coaching (K-12)	<p>Instructional Coaches will organize and implement Classroom Learning Labs (CLL) to support teachers professional development. Instructional Coaches will also support teachers with the Gradual Release of Responsibility Instructional Framework. The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. Like surgical theaters where doctors observe actual operations in progress to hone their techniques, the lab classroom provides an authentic opportunity for colleagues to see ideas in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving.</p> <p>Our instructional coaches also work collaboratively with teachers on an individual basis to improve Tier I instruction (GRR Model).</p> <p>In addition, the elementary coaches will collaborate with our K-3 staff to keep a focus on our goal of having all students reading at level by grade 3. The coaches will coach teachers with Tier I literacy interventions to help meet the needs of all students during Tier I instruction.</p> <p>*SEE MEGS for total costs</p>	Teacher Collaboration, Professional Learning, Technology, Curriculum Development	Tier 1	Monitor	08/26/2019	06/05/2020	\$27539	Instructional Coaches, Administrators and Teaching Staff

District Improvement Plan

Kenowa Hills Public Schools

Instructional Coaching (K-12)	<p>Instructional Coaches will organize and implement Classroom Learning Labs (CLL) to support teachers professional development. Instructional Coaches will also support teachers with the Gradual Release of Responsibility Instructional Framework. The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. Like surgical theaters where doctors observe actual operations in progress to hone their techniques, the lab classroom provides an authentic opportunity for colleagues to see ideas in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving.</p> <p>Our instructional coaches also work collaboratively with teachers on an individual basis to improve Tier I instruction (GRR Model).</p> <p>In addition, the elementary coaches will collaborate with our K-3 staff to keep a focus on our goal of having all students reading at level by grade 3. The coaches will coach teachers with Tier I literacy interventions to help meet the needs of all students during Tier I instruction.</p> <p>*SEE MEGS for total costs</p>	Teacher Collaboration, Academic Support Program, Professional Learning, Technology, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$27539	Instructional Coaches, Administrators and Teaching Staff
-------------------------------	---	--	--------	---------	------------	------------	---------	--

District Improvement Plan

Kenowa Hills Public Schools

Instructional Coaching (K-12)	<p>Instructional Coaches will organize and implement Classroom Learning Labs (CLL) to support teachers professional development. Instructional Coaches will also support teachers with the Gradual Release of Responsibility Instructional Framework. The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. Like surgical theaters where doctors observe actual operations in progress to hone their techniques, the lab classroom provides an authentic opportunity for colleagues to see ideas in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving.</p> <p>Our instructional coaches also work collaboratively with teachers on an individual basis to improve Tier I instruction (GRR Model).</p> <p>In addition, the elementary coaches will collaborate with our K-3 staff to keep a focus on our goal of having all students reading at level by grade 3. The coaches will coach teachers with Tier I literacy interventions to help meet the needs of all students during Tier I instruction.</p> <p>*SEE MEGS for total costs</p>	Professional Learning, Technology, Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$27539	Instructional Coaches, Teaching Staff and Administrators
-------------------------------	---	---	--------	-----------	------------	------------	---------	--

District Improvement Plan

Kenowa Hills Public Schools

Instructional Coaching (K-12)	<p>Instructional Coaches will organize and implement Classroom Learning Labs (CLL) to support teachers professional development. Instructional Coaches will also support teachers with the Gradual Release of Responsibility Instructional Framework. The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. Like surgical theaters where doctors observe actual operations in progress to hone their techniques, the lab classroom provides an authentic opportunity for colleagues to see ideas in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving.</p> <p>Our instructional coaches also work collaboratively with teachers on an individual basis to improve Tier I instruction (GRR Model).</p> <p>In addition, the elementary coaches will collaborate with our K-3 staff to keep a focus on our goal of having all students reading at level by grade 3. The coaches will coach teachers with Tier I literacy interventions to help meet the needs of all students during Tier I instruction.</p> <p>*SEE MEGS for total costs</p>	Teacher Collaboration, Academic Support Program, Supplemental Materials, Professional Learning, Technology, Curriculum Development, Direct Instruction	Tier 2	Monitor	08/26/2019	06/05/2020	\$27539	Instructional Coaches, Administrators and Teaching Staff
-------------------------------	---	--	--------	---------	------------	------------	---------	--

Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------	-------	------------	----------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

English Learner Supplemental Support - Title III	<p>Our Title III program resources will be utilized to deliver supplemental classroom support to our English Learner students. Student achievement data (CNA) suggests significant achievement gaps exist with our EL students. The intent of this activity is to provide targeted, research based, supplemental support and services to our EL students. This will be accomplished by:</p> <ul style="list-style-type: none">-Contracted certified EL staff to provide direct service to qualifying EL students. At the elementary level, this service will be provided by a combination of pull out and push in support. At the secondary level, this service will be provided through a designated course students are enrolled in as well as time set aside for intervention.-A part-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) will work with English Learners in the classroom at the secondary level (time is split between the high school and middle school based on student need).-A full-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) will work with English Learners in the classroom at the elementary level.-Professional development for EL staff related to best practices for EL students.-Materials needed to enhance instruction.-Parent nights to provide parents with information on how to assist their child's learning and connect our EL families to other resources in the community. <p>*SEE MEGS for total cost</p>	Academic Support Program	Tier 2	Implement	08/26/2019	06/05/2020	\$3281	English Learner Staff and Title III Coordinator
--	--	--------------------------	--------	-----------	------------	------------	--------	---

District Improvement Plan

Kenowa Hills Public Schools

English Learner Supplemental Support - Title III	<p>Our Title III program resources will be utilized to deliver supplemental classroom support to our English Learner students. Student achievement data (CNA) suggests significant achievement gaps exist with our EL students. The intent of this activity is to provide targeted, research based, supplemental support and services to our EL students. This will be accomplished by:</p> <ul style="list-style-type: none">-Contracted certified EL staff to provide direct service to qualifying EL students. At the elementary level, this service will be provided by a combination of pull out and push in support. At the secondary level, this service will be provided through a designated course students are enrolled in as well as time set aside for intervention.-A part-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) will work with English Learners in the classroom at the secondary level (time is split between the high school and middle school based on student need).-A full-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) will work with English Learners in the classroom at the elementary level.-Professional development for EL staff related to best practices for EL students.-Materials needed to enhance instruction.-Parent nights to provide parents with information on how to assist their child's learning and connect our EL families to other resources in the community. <p>*SEE MEGS for total cost</p>	Teacher Collaboration, Behavioral Support Program, Parent Involvement, Academic Support Program, Technology	Tier 2	Monitor	08/26/2019	06/05/2020	\$3281	English Learner Staff and Title III Coordinator
--	--	---	--------	---------	------------	------------	--------	---

District Improvement Plan

Kenowa Hills Public Schools

English Learner Supplemental Support - Title III	<p>Our Title III program resources will be utilized to deliver supplemental classroom support to our English Learner students. Student achievement data (CNA) suggests significant achievement gaps exist with our EL students. The intent of this activity is to provide targeted, research based, supplemental support and services to our EL students. This will be accomplished by:</p> <ul style="list-style-type: none">-Contracted certified EL staff to provide direct service to qualifying EL students. At the elementary level, this service will be provided by a combination of pull out and push in support. At the secondary level, this service will be provided through a designated course students are enrolled in as well as time set aside for intervention.-A part-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) will work with English Learners in the classroom at the secondary level (time is split between the high school and middle school based on student need).-A full-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) will work with English Learners in the classroom at the elementary level.-Professional development for EL staff related to best practices for EL students.-Materials needed to enhance instruction.-Parent nights to provide parents with information on how to assist their child's learning and connect our EL families to other resources in the community. <p>*SEE MEGS for total cost</p>	Teacher Collaboration, Parent Involvement, Academic Support Program, Technology	Tier 2		08/26/2019	06/05/2020	\$3281	English Learner Staff and Title III Coordinator
--	--	---	--------	--	------------	------------	--------	---

District Improvement Plan

Kenowa Hills Public Schools

English Learner Supplemental Support - Title III	<p>Our Title III program resources will be utilized to deliver supplemental classroom support to our English Learner students. Student achievement data (CNA) suggests significant achievement gaps exist with our EL students. The intent of this activity is to provide targeted, research based, supplemental support and services to our EL students. This will be accomplished by:</p> <ul style="list-style-type: none"> -Contracted certified EL staff to provide direct service to qualifying EL students. At the elementary level, this service will be provided by a combination of pull out and push in support. At the secondary level, this service will be provided through a designated course students are enrolled in as well as time set aside for intervention. -A part-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) will work with English Learners in the classroom at the secondary level (time is split between the high school and middle school based on student need). -A full-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) will work with English Learners in the classroom at the elementary level. -Professional development for EL staff related to best practices for EL students. -Materials needed to enhance instruction. -Parent nights to provide parents with information on how to assist their child's learning and connect our EL families to other resources in the community. <p>*SEE MEGS for total cost</p>	Teacher Collaboration, Parent Involvement, Academic Support Program, Technology, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$3281	English Learner Staff and Title III Coordinator
--	---	---	--------	---------	------------	------------	--------	---

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------	-------	------------	----------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

Essential Instructional Practices in Early Literacy	<p>Our CNA shows gaps in reading with our subgroups. To improve reading achievement and reach a goal of all students reading by grade 3. KHPS has implemented a literacy coaching model that has all KHPS K-3 teaching staff receiving professional development related to the Essential Instructional Practices in Early Literacy. Each instructional coach spends time in classrooms and with teachers during PLC time to ensure that these researched instructional practices are implemented at the Tier 1 level.</p> <p>KHPS also offers K-3 after school tutoring with transportation to students reading below grade level.</p>	Teacher Collaboration, Parent Involvement, Professional Learning, Technology, Curriculum Development, Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$34000	K-5 teaching staff and instructional coaches
---	--	--	--------	-----------	------------	------------	---------	--

Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------	-------	------------	----------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

PBIS Coordinator	<p>Under the direction of the PBIS Manager, the PBIS Coordinator/Coach will be responsible for the overall management of the Positive Behavioral Interventions and Supports program including providing training and technical assistance to school teams and PBIS Coaches to maintain and develop school-wide PBIS systems.</p> <p>Facilitate sustainability and expansion of PBIS practices district-wide.</p> <p>Provide and/or facilitate quality training at all three tiers of PBIS: universal, secondary and tertiary.</p> <p>Ongoing support to district level PBIS Coaches.</p> <p>Oversee district level data collection, management and analysis.</p> <p>Train and provide ongoing technical and data analysis support to staff who use school-wide data collection systems</p> <p>Train and provide ongoing technical and data analysis support to staff who use secondary tier data collection systems</p> <p>Collect and monitor school and district databases to track and analyze student behavioral data including office discipline referrals, suspensions, team implementation, and coach assessment of schoolwide implementation</p> <p>Develop collaboration with multiple district departments and initiatives including True Success, diversity and cultural competency, classroom management, specialized behavioral interventions, and data warehousing and support</p> <p>Participate in regional leadership conferences and meetings.</p> <p>Ongoing coaching of school-based PBIS teams.</p> <p>SEE MEGS for Costs</p>	Behavioral Support Program, Parent Involvement, Policy and Process, Academic Support Program, Professional Learning	Tier 2	Implement	08/26/2019	06/05/2020	\$8274	MTSS Coordinator, principals and building staff
MACUL Conference	<p>A group of teachers will attend the annual MACUL conference in Grand Rapids in 2020. This conference helps our teachers see education from a future technologies view. This professional development opportunity will enable our teachers to learn ways to integrate technology and the Mitech standards into their curriculum.</p>	Academic Support Program, Career Preparation /Orientation, Technology, Curriculum Development, Direct Instruction	Tier 1	Implement	03/19/2020	03/20/2020	\$1000	Teaching Staff

District Improvement Plan

Kenowa Hills Public Schools

PBIS Coordinator - Title IV	<p>Under the direction of the PBIS Manager, the PBIS Coordinator/Coach will be responsible for the overall management of the Positive Behavioral Interventions and Supports program including providing training and technical assistance to school teams and PBIS Coaches to maintain and develop school-wide PBIS systems.</p> <p>Facilitate sustainability and expansion of PBIS practices district-wide.</p> <p>Provide and/or facilitate quality training at all three tiers of PBIS: universal, secondary and tertiary.</p> <p>Ongoing support to district level PBIS Coaches.</p> <p>Oversee district level data collection, management and analysis.</p> <p>Train and provide ongoing technical and data analysis support to staff who use school-wide data collection systems</p> <p>Train and provide ongoing technical and data analysis support to staff who use secondary tier data collection systems</p> <p>Collect and monitor school and district databases to track and analyze student behavioral data including office discipline referrals, suspensions, team implementation, and coach assessment of schoolwide implementation</p> <p>Develop collaboration with multiple district departments and initiatives including True Success, diversity and cultural competency, classroom management, specialized behavioral interventions, and data warehousing and support</p> <p>Participate in regional leadership conferences and meetings.</p> <p>Ongoing coaching of school-based PBIS teams.</p> <p>SEE MEGS for Costs</p>	Behavioral Support Program, Parent Involvement, Policy and Process, Academic Support Program, Professional Learning, Technology, Direct Instruction	Tier 2	Implement	08/26/2019	06/05/2020	\$8274	High School Counselor and High School Principal
MACUL Conference	<p>A group of teachers will attend the annual MACUL conference in Grand Rapids in 2020. This conference helps our teachers see education from a future technologies view. This professional development opportunity will enable our teachers to learn ways to integrate technology and the Mltech standards into their curriculum.</p>	Academic Support Program, Professional Learning, Career Preparation /Orientation, Technology, Curriculum Development, Direct Instruction	Tier 1	Implement	03/19/2020	03/20/2020	\$1000	Teaching Staff

District Improvement Plan

Kenowa Hills Public Schools

MACUL Conference	A group of teachers will attend the annual MACUL conference in Grand Rapids in 2020. This conference helps our teachers see education from a future technologies view. This professional development opportunity will enable our teachers to learn ways to integrate technology and the MItech standards into their curriculum.	Academic Support Program, Professional Learning, Career Preparation /Orientation, Technology, Curriculum Development, Materials, Direct Instruction	Tier 1	Implement	03/19/2020	03/20/2020	\$1000	Teaching Staff
------------------	---	---	--------	-----------	------------	------------	--------	----------------

District Improvement Plan

Kenowa Hills Public Schools

PBIS Coordinator - Title IV	<p>Under the direction of the PBIS Manager, the PBIS Coordinator/Coach will be responsible for the overall management of the Positive Behavioral Interventions and Supports program including providing training and technical assistance to school teams and PBIS Coaches to maintain and develop school-wide PBIS systems.</p> <p>Facilitate sustainability and expansion of PBIS practices district-wide.</p> <p>Provide and/or facilitate quality training at all three tiers of PBIS: universal, secondary and tertiary.</p> <p>Ongoing support to district level PBIS Coaches.</p> <p>Oversee district level data collection, management and analysis.</p> <p>Train and provide ongoing technical and data analysis support to staff who use school-wide data collection systems</p> <p>Train and provide ongoing technical and data analysis support to staff who use secondary tier data collection systems</p> <p>Collect and monitor school and district databases to track and analyze student behavioral data including office discipline referrals, suspensions, team implementation, and coach assessment of schoolwide implementation</p> <p>Develop collaboration with multiple district departments and initiatives including True Success, diversity and cultural competency, classroom management, specialized behavioral interventions, and data warehousing and support</p> <p>Participate in regional leadership conferences and meetings.</p> <p>Ongoing coaching of school-based PBIS teams.</p> <p>SEE MEGS for Costs</p>	Teacher Collaboration, Behavioral Support Program, Parent Involvement, Policy and Process, Academic Support Program, Technology, Direct Instruction	Tier 2		08/26/2019	06/05/2020	\$8274	PBIS Coordinator, Building Principals, Teaching Staff
MACUL Conference	<p>A group of teachers will attend the annual MACUL conference in Grand Rapids in 2020. This conference helps our teachers see education from a future technologies view. This professional development opportunity will enable our teachers to learn ways to integrate technology and the Mltech standards into their curriculum.</p>	Academic Support Program, Professional Learning, Career Preparation /Orientation, Technology, Curriculum Development, Direct Instruction	Tier 1	Implement	03/19/2020	03/20/2020	\$1000	Teaching Staff

District Improvement Plan

Kenowa Hills Public Schools

PBIS Coordinator - Title IV	<p>Under the direction of the PBIS Manager, the PBIS Coordinator/Coach will be responsible for the overall management of the Positive Behavioral Interventions and Supports program including providing training and technical assistance to school teams and PBIS Coaches to maintain and develop school-wide PBIS systems.</p> <p>Facilitate sustainability and expansion of PBIS practices district-wide.</p> <p>Provide and/or facilitate quality training at all three tiers of PBIS: universal, secondary and tertiary.</p> <p>Ongoing support to district level PBIS Coaches.</p> <p>Oversee district level data collection, management and analysis.</p> <p>Train and provide ongoing technical and data analysis support to staff who use school-wide data collection systems</p> <p>Train and provide ongoing technical and data analysis support to staff who use secondary tier data collection systems</p> <p>Collect and monitor school and district databases to track and analyze student behavioral data including office discipline referrals, suspensions, team implementation, and coach assessment of schoolwide implementation</p> <p>Develop collaboration with multiple district departments and initiatives including True Success, diversity and cultural competency, classroom management, specialized behavioral interventions, and data warehousing and support</p> <p>Participate in regional leadership conferences and meetings.</p> <p>Ongoing coaching of school-based PBIS teams.</p> <p>SEE MEGS for Costs</p>	Teacher Collaboration, Parent Involvement, Academic Support Program, Career Preparation /Orientation, Technology	Tier 2	Implement	08/26/2019	06/05/2020	\$8274	PBIS Coordinator, Building Principals and Teaching Staff
-----------------------------	--	--	--------	-----------	------------	------------	--------	--

Title I Part C

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------	-------	------------	----------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

Migrant Student Supplementary Support - Title I Part C	<p>Student achievement data (CNA) suggests gaps exist for our migrant students in the core content areas of the curriculum. Therefore, the intent of this activity its to provide support and supplemental resources necessary to allow acceleration of student achievement for our migrant students. This activity supports the needs and urgency in providing a guaranteed and viable curriculum for all students. Supplemental supports are as follows:</p> <ul style="list-style-type: none"> -Contracted certified EL staff to provide direct service to migrant students. At the elementary level, this service will be provided by a combination of pull out and push in support. At the secondary level, this service will be provided through a designated course students are enrolled in as well as time set aside for intervention. -A part-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) to work with migrant students in the classroom at the secondary level (time is split between the high school and middle school based on student need). -A full-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) to work with English Learners in the classroom at the elementary level. -Additional certified staff contracted through a substitute agency to help serve the diverse needs of our migrant students. The FTE of staff will vary based on funding and the number of migrant students returning in the fall. -Additional paraprofessional staff contracted through a substitute agency to help serve the diverse needs of our migrant students. The FTE of staff will vary based on funding and the number of migrant students returning in the fall. -A part-time administrative assistant to the EL program to assist with data entry and progress monitoring. -Professional development for EL staff related to best practices for EL students. -Academic materials to enhance instruction. <p>*SEE MEGS for total costs</p>	Teacher Collaborati on, Behavioral Support Program, Parent Involvement, Academic Support Program, Technology , Direct Instruction	Tier 2	Monitor	08/26/2019	06/05/2020	\$17290	Title I Part C Staff and Program Coordinator
--	---	---	--------	---------	------------	------------	---------	--

District Improvement Plan

Kenowa Hills Public Schools

Migrant Student Supplementary Support - Title I Part C	<p>Student achievement data (CNA) suggests gaps exist for our migrant students in the core content areas of the curriculum. Therefore, the intent of this activity its to provide support and supplemental resources necessary to allow acceleration of student achievement for our migrant students. This activity supports the needs and urgency in providing a guaranteed and viable curriculum for all students. Supplemental supports are as follows:</p> <ul style="list-style-type: none"> -Contracted certified EL staff to provide direct service to migrant students. At the elementary level, this service will be provided by a combination of pull out and push in support. At the secondary level, this service will be provided through a designated course students are enrolled in as well as time set aside for intervention. -A part-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) to work with migrant students in the classroom at the secondary level (time is split between the high school and middle school based on student need). -A full-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) to work with English Learners in the classroom at the elementary level. -Additional certified staff contracted through a substitute agency to help serve the diverse needs of our migrant students. The FTE of staff will vary based on funding and the number of migrant students returning in the fall. -Additional paraprofessional staff contracted through a substitute agency to help serve the diverse needs of our migrant students. The FTE of staff will vary based on funding and the number of migrant students returning in the fall. -A part-time administrative assistant to the EL program to assist with data entry and progress monitoring. -Professional development for EL staff related to best practices for EL students. -Academic materials to enhance instruction. <p>*SEE MEGS for total costs</p>	Teacher Collaborati on, Parent Involvement, Academic Support Program, Technology , Direct Instruction	Tier 2	Monitor	08/26/2019	06/05/2020	\$17290	Title I Part C staff and Program Coordinator
--	---	--	--------	---------	------------	------------	---------	--

District Improvement Plan

Kenowa Hills Public Schools

Migrant Student Supplementary Support - Title I Part C	<p>Student achievement data (CNA) suggests gaps exist for our migrant students in the core content areas of the curriculum. Therefore, the intent of this activity its to provide support and supplemental resources necessary to allow acceleration of student achievement for our migrant students. This activity supports the needs and urgency in providing a guaranteed and viable curriculum for all students. Supplemental supports are as follows:</p> <ul style="list-style-type: none"> -Contracted certified EL staff to provide direct service to migrant students. At the elementary level, this service will be provided by a combination of pull out and push in support. At the secondary level, this service will be provided through a designated course students are enrolled in as well as time set aside for intervention. -A part-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) to work with migrant students in the classroom at the secondary level (time is split between the high school and middle school based on student need). -A full-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) to work with English Learners in the classroom at the elementary level. -Additional certified staff contracted through a substitute agency to help serve the diverse needs of our migrant students. The FTE of staff will vary based on funding and the number of migrant students returning in the fall. -Additional paraprofessional staff contracted through a substitute agency to help serve the diverse needs of our migrant students. The FTE of staff will vary based on funding and the number of migrant students returning in the fall. -A part-time administrative assistant to the EL program to assist with data entry and progress monitoring. -Professional development for EL staff related to best practices for EL students. -Academic materials to enhance instruction. <p>*SEE MEGS for total costs</p>	Behavioral Support Program, Parent Involvement, Academic Support Program, Supplemental Materials, Technology	Tier 2	Monitor	08/26/2019	06/05/2020	\$17290	Title I Part C staff and Program Coordinator
--	---	--	--------	---------	------------	------------	---------	---

District Improvement Plan

Kenowa Hills Public Schools

Migrant Student Supplementary Support - Title I Part C	<p>Student achievement data (CNA) suggests gaps exist for our migrant students in the core content areas of the curriculum. Therefore, the intent of this activity its to provide support and supplemental resources necessary to allow acceleration of student achievement for our migrant students. This activity supports the needs and urgency in providing a guaranteed and viable curriculum for all students. Supplemental supports are as follows:</p> <ul style="list-style-type: none"> -Contracted certified EL staff to provide direct service to migrant students. At the elementary level, this service will be provided by a combination of pull out and push in support. At the secondary level, this service will be provided through a designated course students are enrolled in as well as time set aside for intervention. -A part-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) to work with migrant students in the classroom at the secondary level (time is split between the high school and middle school based on student need). -A full-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) to work with English Learners in the classroom at the elementary level. -Additional certified staff contracted through a substitute agency to help serve the diverse needs of our migrant students. The FTE of staff will vary based on funding and the number of migrant students returning in the fall. -Additional paraprofessional staff contracted through a substitute agency to help serve the diverse needs of our migrant students. The FTE of staff will vary based on funding and the number of migrant students returning in the fall. -A part-time administrative assistant to the EL program to assist with data entry and progress monitoring. -Professional development for EL staff related to best practices for EL students. -Academic materials to enhance instruction. <p>*SEE MEGS for total costs</p>	Academic Support Program	Tier 2	Implement	08/26/2019	06/05/2020	\$17290	Title I Part C Staff and Program Coordinator
--	---	--------------------------------	--------	-----------	------------	------------	---------	---

General Fund

District Improvement Plan

Kenowa Hills Public Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
KnowledgeWorks Personalized Learning Instructional Coaching and Professional Development - Title II Part A	Coaching and professional development services facilitate our continued implementation of a personalized learning system of education. KnowledgeWorks Coaching services will include: 1) Professional development for Kenowa Hills Instructional Coaches surrounding personalized learning, 2) Strategic planning with the district improvement and school improvement teams. 3) Building and district level analyses and reports surrounding personalized learning implementation; including strengths and areas for continued growth. 4) Professional development for Kenowa Hills teacher leadership teams surrounding personalized learning and the continuous cycle of strategic planning. Each building and the district have created Personal Mastery Action Plans addressing the 5 levels of Marzano's High Reliability Schools. Personal Mastery Coaching is Level 5 in Marzano's Hierarchy of High Reliability Schools Framework.	Teacher Collaboration, Parent Involvement, Policy and Process, Professional Learning, Technology, Curriculum Development, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$2700	Personalized Learning Coach, PreK-12 Teaching Staff and Administrators
Habits of Mind - Middle School	The Middle School is implementing the "Habits of Mind" of work and life related skills. The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.	Teacher Collaboration, Behavioral Support Program, Parent Involvement, Policy and Process, Academic Support Program, Professional Learning, Technology, Materials, Direct Instruction	Tier 1		08/26/2019	06/05/2020	\$250	Teachers and administrators

District Improvement Plan

Kenowa Hills Public Schools

Competency-Based Personalized Learning On-Site Coach	In 2018-19 we employed a competency-based on-site year round coach to help us take the next steps in becoming a competency-based system of education. The resident CBE specialist will work with administrators, staff, parents, and the CBE Consortium to help us plan for our implementation of personal mastery. 2018-19 goals were to define our KHPS essential standards for ELA, Math, Social Studies and Science. In 2019-20 we will continue this essential standards work with our elective courses. This activity falls under the Level 5 of the High Reliability Framework by Marzano Research. Defining essential standards is a prerequisite to writing competencies.	Teacher Collaboration, Professional Learning, Technology, Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$23750	Personalized Learning Coach, Administrators, Teaching Staff
Safe and Orderly Environment - Capturing Kids' Hearts - Title IIA	Capturing Kids' Hearts is an evidence-based program to provide strategy and training for all KHPS staff. Capturing Kids' Hearts is an immersive, participatory experience. Teachers, staff, and administrators learn and practice skills including: How to build meaningful, productive relationships with every student, how to use the EXCEL Model of teaching to create a safe, effective environment for learning, how to develop self-managing, high-performing classrooms using team-building skills and a Social Contract, and high payoff techniques for dealing with conflict, negative behavior, and disrespect issues. This program is part of Level 1: Safe and Orderly Environment; Marzano's Hierarchy of High Reliability Schools. All KHPS staff will be involved in the Capturing Kids Hearts training in August 2019.	Behavioral Support Program	Tier 1	Implement	08/21/2019	06/05/2020	\$30525	Secondary teaching staff and principals
Leadership Growth	KHPS offers leadership growth for administrators with leadership coaching from a MASSP coach, and leadership growth for teachers when they participate in our KHPS Leadership Mentoring Program that includes mentoring and goal setting for teaching staff interested in being teacher or administrative leaders.	Professional Learning, Technology	Tier 1	Implement	08/26/2019	06/05/2020	\$2500	Teachers, administrators, MASSP coach

District Improvement Plan

Kenowa Hills Public Schools

K-12 Essential Standards Leadership Teams	In 2018-19, teams of teachers representing PreK-12 classes went through a protocol with our competency-based education coach to determine essential standards for the core subject areas. Substitutes replace teachers so they are able to meet in K-12 curriculum teams to determine and align essential standards. In 2019-20, our elective course teachers will use the same protocol with our competency-based coach to define essential standards for their classes. All essential standards will be defined by June 2020. The next step in the work will be to create competencies for each grade and course.	Policy and Process, Technology, Curriculum Development	Tier 1	Evaluate	08/26/2019	06/05/2020	\$1000	K-12 Teachers and Administrators
Competency-Based Personalized Learning On-Site Coach	In 2018-19 we employed a competency-based on-site year round coach to help us take the next steps in becoming a competency-based system of education. The resident CBE specialist will work with administrators, staff, parents, and the CBE Consortium to help us plan for our implementation of personal mastery. 2018-19 goals were to define our KHPS essential standards for ELA, Math, Social Studies and Science. In 2019-20 we will continue this essential standards work with our elective courses. This activity falls under the Level 5 of the High Reliability Framework by Marzano Research. Defining essential standards is a prerequisite to writing competencies.	Teacher Collaboration, Professional Learning, Technology, Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$23750	Personalized Learning Coach, Instructional Coaches and Teaching Staff
Safe and Orderly Environment - Capturing Kids' Hearts - Title IIA	Capturing Kids' Hearts is an evidence-based program to provide strategy and training for all staff to achieve success in their classrooms. Capturing Kids' Hearts is an immersive, participatory experience. Teachers, staff, and administrators learn and practice skills including: How to build meaningful, productive relationships with every student, how to use the EXCEL Model of teaching to create a safe, effective environment for learning, how to develop self-managing, high-performing classrooms using team-building skills and a Social Contract, and high payoff techniques for dealing with conflict, negative behavior, and disrespect issues. This program is part of Level 1: Safe and Orderly Environment; Marzano's Hierarchy of High Reliability Schools. All KHPS staff will be involved in the Capturing Kids Hearts training in August 2019.	Behavioral Support Program	Tier 1	Implement	08/21/2019	06/05/2020	\$30525	All KHPS staff including bus drivers and paraprofessionals.

District Improvement Plan

Kenowa Hills Public Schools

Habits of Mind - Middle School	The Middle School is implementing the "Habits of Mind" of work and life related skills. The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.	Teacher Collaboration, Behavioral Support Program, Policy and Process, Academic Support Program, Professional Learning, Technology, Materials	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$250	Middle school teachers and administrators
Safe and Orderly Environment - Capturing Kids' Hearts - Title IIA	Capturing Kids' Hearts is an evidence-based program to provide strategy and training for all KHPS staff. Capturing Kids' Hearts is an immersive, participatory experience. Teachers, staff, and administrators learn and practice skills including: How to build meaningful, productive relationships with every student, how to use the EXCEL Model of teaching to create a safe, effective environment for learning, how to develop self-managing, high-performing classrooms using team-building skills and a Social Contract, and high payoff techniques for dealing with conflict, negative behavior, and disrespect issues. This program is part of Level 1: Safe and Orderly Environment; Marzano's Hierarchy of High Reliability Schools. All KHPS staff will be involved in the Capturing Kids Hearts training in August 2019.	Behavioral Support Program	Tier 1	Implement	08/21/2019	06/05/2020	\$30525	Secondary teaching staff and principals
Learning Management System (LMS) Professional Development and Implementation	In 2018-19 we had a group of 40 teacher implementing a new LMS called Canvas by Instructure. The early implementation team used Canvas throughout 2018-19 and provided feedback on areas of improvement and needs for future training. In August of 2019 the entire K-12 staff will receive training related to using Canvas as their new LMS. Canvas will support our teachers in personalizing learning for all students. This LMS will help support Marzano's High Reliability Schools Level 4: Standards-referenced reporting along with helping teachers personalize instruction for Level 5: Competency-based Education.	Professional Learning, Technology, Curriculum Development	Tier 1	Implement	08/26/2019	06/05/2020	\$7000	All K-12 Instructional and Administrative Staff.

District Improvement Plan

Kenowa Hills Public Schools

Data Collection and Evaluation - Data Doctor - Title IIA	Ewing and Associates contracted services and substitute teachers for trainings. Ewing and associates will provide Kenowa Hills Public Schools training, tools, and processes to maintain compliance with ESSA state and federal program expectations with a focus on improving student achievement in the schools and district. The framework for this work includes (1) determining the current status of compliance via focusing on the CNA, (2) potential next steps with building staff(s), (3) develop, revise and/or refinement of program implementation processes and supports, (4) follow-up guidance and support, and (5) utilizing process data and information to drive continuous improvement.	Behavioral Support Program, Academic Support Program, Professional Learning, Technology	Tier 1	Implement	09/02/2019	05/08/2020	\$1250	Principals, lead teachers and curriculum director
Habits of Mind - Middle School	The Middle School is implementing the "Habits of Mind" of work and life related skills. The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.	Teacher Collaboration, Behavioral Support Program, Parent Involvement, Policy and Process, Academic Support Program, Technology, Materials, Direct Instruction	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$250	Teachers and administrators
K-12 Performance Assessment Team	KHPS started a Performance-Based Assessment Team of K-12 teacher leaders in 2018-19 to create performance assessments during professional development time with Jonathan Vander Els, a performance assessment expert. This assessment work is part of Level 3 of Marzano's High Reliability Schools Framework: Guaranteed and Viable Curriculum. Jonathan VanderEls will continue working with teams of teachers during the 2019-20 school year so that all staff will be trained in creating, administering and evaluating performance assessments written to assess essential standards.	Teacher Collaboration, Professional Learning, Technology, Curriculum Development, Direct Instruction	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$3750	Teachers, administrators and Jonathan VanderEls

District Improvement Plan

Kenowa Hills Public Schools

Competency-Based Personalized Learning On-Site Coach	In 2018-19 we employed a competency-based on-site year round coach to help us take the next steps in becoming a competency-based system of education. The resident CBE specialist will work with administrators, staff, parents, and the CBE Consortium to help us plan for our implementation of personal mastery. 2018-19 goals were to define our KHPS essential standards for ELA, Math, Social Studies and Science. In 2019-20 we will continue this essential standards work with our elective courses. This activity falls under the Level 5 of the High Reliability Framework by Marzano Research. Defining essential standards is a prerequisite to writing competencies.	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$23750	Instructional Coaches, Personalized Learning Coach and Classroom Teachers
Science Kits and Professional Development	The CNA shows that science scores are below the state average, so our teacher and administrator teams reviewed research-based science programs and materials that would align with the State standards (NGSS). The Foss Science Kits were chosen as we found them the most engaging and rigorous science instruction of the choices. The Foss Science Kits were implemented in Grades 3 and 5 in 2016-17, grades 2 and 4 in 2017-18 and grades K and 1 in 2018-19. In 2019-20 KHPS grades 6-8 science teachers will implement the Foss Science Instruction at the Middle School. This will give us K-8 alignment in our science curriculum.	Professional Learning, Technology, Curriculum Development, Materials, Direct Instruction	Tier 1	Implement	08/27/2018	06/07/2019	\$62000	Foss Science Trainers, Grade K-8 Science Teaching Staff and Administrators
Safe and Orderly Environment - Capturing Kids' Hearts - Title IIA	Capturing Kids' Hearts is an evidence-based program to provide strategy and training for all KHPS staff. Capturing Kids' Hearts is an immersive, participatory experience. Teachers, staff, and administrators learn and practice skills including: How to build meaningful, productive relationships with every student, how to use the EXCEL Model of teaching to create a safe, effective environment for learning, how to develop self-managing, high-performing classrooms using team-building skills and a Social Contract, and high payoff techniques for dealing with conflict, negative behavior, and disrespect issues. This program is part of Level 1: Safe and Orderly Environment; Marzano's Hierarchy of High Reliability Schools. All KHPS staff will be involved in the Capturing Kids Hearts training in August 2019.	Behavioral Support Program	Tier 1	Implement	08/21/2019	06/05/2020	\$30525	Secondary teaching staff and principals

District Improvement Plan

Kenowa Hills Public Schools

Math Curriculum Study and Implementation Teams	Kenowa Hills Public Schools has been working on district math programming and materials. Our district CNA shows gaps in math achievement that we are addressing with professional development and research-based math instructional materials. In 2018-19 our grades 6-8 implemented Cengage Big Ideas Math Program to use as their main instructional materials. Also during 2018-19, our high school staff reviewed and researched math materials for high school courses. They also adopted the Cengage Big Ideas Math Program to implement in 2019-20 for algebra and geometry courses. Middle School and High School teachers will continue to receive math instruction training in this program during the 2019-20 school year. The K-5 staff have created a study team and pilot group to research and pilot math programs to implement in 2020-21.	Teacher Collaboration, Professional Learning, Technology, Curriculum Development, Materials, Direct Instruction	Tier 1	Implement	08/27/2018	06/05/2020	\$115000	K-12 math teachers, assistant superintendent of curriculum and instruction and administrators
KnowledgeWorks Personalized Learning Instructional Coaching and Professional Development - Title II Part A	Coaching and professional development services facilitate our continued implementation of a personalized learning system of education. KnowledgeWorks Coaching services will include: 1) Professional development for Kenowa Hills Instructional Coaches surrounding personalized learning, 2) Strategic planning with the district improvement and school improvement teams. 3) Building and district level analyses and reports surrounding personalized learning implementation; including strengths and areas for continued growth. 4) Professional development for Kenowa Hills teacher leadership teams surrounding personalized learning and the continuous cycle of strategic planning. Each building and the district have created Personal Mastery Action Plans addressing the 5 levels of Marzano's High Reliability Schools. Personal Mastery Coaching is Level 5 in Marzano's Hierarchy of High Reliability Schools Framework.	Teacher Collaboration, Parent Involvement, Policy and Process, Professional Learning, Technology, Curriculum Development, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$2700	Personal Mastery Coach, PreK-12 Teaching Staff, and Administrators

District Improvement Plan

Kenowa Hills Public Schools

Classroom Learning Labs	The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. The lab classroom provides an authentic opportunity for colleagues to see highly effective instruction in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving. In 2019-20 the focus of classroom learning labs will be examples of personal mastery in the classroom. This also includes school climate, our instructional model, focus on essential standards and assessments, which are all part of our buildings personal mastery action plans.	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$1250	Instructional Coaches, PreK-12 Teaching Staff and Administrators
KnowledgeWorks Personalized Learning Instructional Coaching and Professional Development - Title II Part A	Coaching and professional development services facilitate our continued implementation of a personalized learning system of education. KnowledgeWorks Coaching services will include: 1) Professional development for Kenowa Hills Instructional Coaches surrounding personalized learning, 2) Strategic planning with the district improvement and school improvement teams. 3) Building and district level analyses and reports surrounding personalized learning implementation; including strengths and areas for continued growth. 4) Professional development for Kenowa Hills teacher leadership teams surrounding personalized learning and the continuous cycle of strategic planning. Each building and the district have created Personal Mastery Action Plans addressing the 5 levels of Marzano's High Reliability Schools. Personal Mastery Coaching is Level 5 in Marzano's Hierarchy of High Reliability Schools Framework.	Teacher Collaboration, Parent Involvement, Policy and Process, Professional Learning, Technology, Curriculum Development, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$2700	Personalized Learning Coach, PreK-12 Teaching Staff and Administrators

District Improvement Plan

Kenowa Hills Public Schools

Classroom Learning Labs - Title II Part A	The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. The lab classroom provides an authentic opportunity for colleagues to see highly effective instruction in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving. In 2019-20 the focus of classroom learning labs will be examples of personal mastery in the classroom. This also includes school climate, our instructional model, focus on essential standards and assessments, which are all part of our buildings personal mastery action plans.	Teacher Collaboration, Professional Learning, Technology, Curriculum Development, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$1250	Grades PreK-12 Teaching Staff, Kent ISD Staff and Administrators
Competency-Based Personalized Learning On-Site Coach	In 2018-19 we employed a competency-based on-site year round coach to help us take the next steps in becoming a competency-based system of education. The resident CBE specialist will work with administrators, staff, parents, and the CBE Consortium to help us plan for our implementation of personal mastery. 2018-19 goals were to define our KHPS essential standards for ELA, Math, Social Studies and Science. In 2019-20 we will continue this essential standards work with our elective courses. This activity falls under the Level 5 of the High Reliability Framework by Marzano Research. Defining essential standards is a prerequisite to writing competencies.	Teacher Collaboration, Professional Learning, Technology, Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$23750	Personalized Learning Coach, Administrators, Teaching Staff
Data Collection and Evaluation - Data Doctor - Title IIA	Ewing and Associates contracted services and substitute teachers for trainings. Ewing and associates will provide Kenowa Hills Public Schools training, tools, and processes to maintain compliance with ESSA state and federal program expectations with a focus on improving student achievement in the schools and district. The framework for this work includes (1) determining the current status of compliance via focusing on the CNA, (2) potential next steps with building staff(s), (3) develop, revise and/or refinement of program implementation processes and supports, (4) follow-up guidance and support, and (5) utilizing process data and information to drive continuous improvement.	Behavioral Support Program, Academic Support Program, Professional Learning, Technology	Tier 1	Implement	09/02/2019	05/08/2020	\$1250	Principals, lead teaching staff and curriculum director

District Improvement Plan

Kenowa Hills Public Schools

Learning Management System (LMS) Professional Development and Implementation	In 2018-19 we had a group of 40 teacher implementing a new LMS called Canvas by Instructure. The early implementation team used Canvas throughout 2018-19 and provided feedback on areas of improvement and needs for future training. In August of 2019 the entire K-12 staff will receive training related to using Canvas as their new LMS. Canvas will support our teachers in personalizing learning for all students. This LMS will help support Marzano's High Reliability Schools Level 4: Standards-referenced reporting along with helping teachers personalize instruction for Level 5: Competency-based Education.	Professional Learning, Technology, Curriculum Development	Tier 1	Implement	08/26/2019	06/05/2020	\$7000	All K-12 Instructional and Administrative Staff
STEM Academy	In fall of 2016, KHPS implemented a STEM Academy class for 7th and 9th graders. The program has grown each year with refinements to the curriculum and learning environment. Content Teachers and STEM instructors are trained with our Kent Intermediate School District STEM Consultants. They have planned curriculum. Kenowa Hills Public Schools partnered with DeWys Manufacturing and Move Systems to create a state of the art learning experience location. The school will use a 3,324 sq.ft. space under the same roof as an advanced manufacturing company as a location for learning. In 2019-20 the courses will continue to expand with course offerings and additional STEM Lab equipment.	Teacher Collaboration, Professional Learning, Technology, Curriculum Development, Materials, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$15000	Kent ISD STEM Consultants, STEM Teaching Staff and Administrators
K-12 Essential Standards Leadership Teams	In 2018-19, teams of teachers representing PreK-12 classes went through a protocol with our competency-based education coach to determine essential standards for the core subject areas. Substitutes replace teachers so they are able to meet in K-12 curriculum teams to determine and align essential standards. In 2019-20, our elective course teachers will use the same protocol with our competency-based coach to define essential standards for their classes. All essential standards will be defined by June 2020. The next step in the work will be to create competencies for each grade and course.	Teacher Collaboration, Policy and Process, Technology, Curriculum Development	Tier 1	Evaluate	08/26/2019	06/05/2020	\$1000	Administrators, Coaches, Building School Improvement Chairs, Elementary Grade Level Chairs, Secondary Department Chairs

District Improvement Plan

Kenowa Hills Public Schools

Middle School Schedule	Kenowa Hills Middle School has implemented a program to help schedule students for additional academic intervention or enrichment called Flex Scheduler. The Middle School is moving to trimesters in 2019-20 to offer more student choice in courses. New course offerings include Environmental Studies, Odyssey of the Mind, Yoga, Spanish, Virtual Reality Cultural Studies, Technology and STEM. Funding includes start up costs for materials for the new courses. Schedules meeting student needs is Level 5: Personal Mastery; in the Hierarchy of High Reliability Schools Framework.	Academic Support Program, Technology	Tier 1	Implement	08/26/2019	06/05/2020	\$2500	Middle School Principal and Staff
Data Collection and Evaluation - Data Doctor - Title IIA	Ewing and Associates contracted services and substitute teachers for trainings. Ewing and associates will provide Kenowa Hills Public Schools training, tools, and processes to maintain compliance with ESSA state and federal program expectations with a focus on improving student achievement in the schools and district. The framework for this work includes (1) determining the current status of compliance via focusing on the CNA, (2) potential next steps with building staff(s), (3) develop, revise and/or refinement of program implementation processes and supports, (4) follow-up guidance and support, and (5) utilizing process data and information to drive continuous improvement.	Behavioral Support Program, Academic Support Program, Professional Learning	Tier 1	Implement	09/09/2019	05/08/2020	\$1250	Principals, lead teachers and curriculum director
K-12 21st Century Report Card and Transcript Teams	In 2019-20 report card teams of teacher leaders and administrators will be created to review our KHPS reporting process and transcripts. There will be a grades K-5 team and a grades 6-12 team. These teams will be working on the High Reliability Schools Framework Level 5: Competency-Based Education. The goal of the teams will to create a transparent reporting system for all stakeholders that focuses on what academic standards a student has mastered along with career ready skills being reported separately.	Teacher Collaboration, Parent Involvement, Policy and Process, Technology	Tier 1	Getting Ready	09/09/2019	06/05/2020	\$500	Teachers and administrators

District Improvement Plan

Kenowa Hills Public Schools

Reading and Writing Workshop	<p>Our K-12 ELA staff has been using the MAISA materials as the core materials used in their Reading and Writing Workshop instruction. These MAISA units are aligned with our State ELA standards.</p> <p>Classroom Learning Labs and KHPS Instructional Coaches will continue to support ELA instruction in our district.</p> <p>Our K-12 ELA classrooms each have a classroom library for students to choose books at their interest level and reading level. We budget replacement costs for each classroom library along with a small budget for new books.</p> <p>Our K-3 teachers use Phonics First and Grammar units as a supplement to their MAISA reading and writing units.</p> <p>KHPS instructional coaches attend the Literacy Coaches Network meetings at Kent ISD to continue their expertise in the area of language arts instruction.</p>	Teacher Collaboration, Professional Learning, Technology, Curriculum Development, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$23200	Grades PreK-12 ELA staff and administrators
K-12 Essential Standards Leadership Teams	In 2018-19, teams of teachers representing PreK-12 classes went through a protocol with our competency-based education coach to determine essential standards for the core subject areas. Substitutes replace teachers so they are able to meet in K-12 curriculum teams to determine and align essential standards. In 2019-20, our elective course teachers will use the same protocol with our competency-based coach to define essential standards for their classes. All essential standards will be defined by June 2020. The next step in the work will be to create competencies for each grade and course.	Policy and Process, Technology, Curriculum Development	Tier 1	Evaluate	08/26/2019	06/05/2020	\$1000	K-12 Teachers and Administrators
Learning Management System (LMS) Professional Development and Implementation	In 2018-19 we had a group of 40 teacher implementing a new LMS called Canvas by Instructure. The early implementation team used Canvas throughout 2018-19 and provided feedback on areas of improvement and needs for future training. In August of 2019 the entire K-12 staff will receive training related to using Canvas as their new LMS. Canvas will support our teachers in personalizing learning for all students. This LMS will help support Marzano's High Reliability Schools Level 4: Standards-referenced reporting along with helping teachers personalize instruction for Level 5: Competency-based Education.	Parent Involvement, Professional Learning, Technology, Curriculum Development	Tier 1	Implement	08/26/2019	06/01/2020	\$7000	All K-12 Instructional and Administrative Staff.

District Improvement Plan

Kenowa Hills Public Schools

Learning Management System (LMS) Professional Development and Implementation	In 2018-19 we had a group of 40 teacher implementing a new LMS called Canvas by Instructure. The early implementation team used Canvas throughout 2018-19 and provided feedback on areas of improvement and needs for future training. In August of 2019 the entire K-12 staff will receive training related to using Canvas as their new LMS. Canvas will support our teachers in personalizing learning for all students. This LMS will help support Marzano's High Reliability Schools Level 4: Standards-referenced reporting along with helping teachers personalize instruction for Level 5: Competency-based Education.	Parent Involvement, Professional Learning, Technology, Curriculum Development	Tier 1	Implement	08/26/2019	06/05/2020	\$7000	All K-12 Instructional and Administrative Staff
KnowledgeWorks Personalized Learning Instructional Coaching and Professional Development- Title II Part A	Coaching and professional development services facilitate our continued implementation of a personalized learning system of education. KnowledgeWorks Coaching services will include: 1) Professional development for Kenowa Hills Instructional Coaches surrounding personalized learning, 2) Strategic planning with the district improvement and school improvement teams. 3) Building and district level analyses and reports surrounding personalized learning implementation; including strengths and areas for continued growth. 4) Professional development for Kenowa Hills teacher leadership teams surrounding personalized learning and the continuous cycle of strategic planning. Each building and the district have created Personal Mastery Action Plans addressing the 5 levels of Marzano's High Reliability Schools. Personal Mastery Coaching is Level 5 in Marzano's Hierarchy of High Reliability Schools Framework.	Teacher Collaboration, Parent Involvement, Policy and Process, Professional Learning, Technology, Curriculum Development, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$2700	Personalized Learning Coach, PreK-12 Teaching Staff and Administrators
Middle School Schedule	Kenowa Hills Middle School has implemented a program to help schedule students for additional academic intervention or enrichment called Flex Scheduler. The Middle School is moving to trimesters in 2019-20 to offer more student choice in courses. New course offerings include Environmental Studies, Odyssey of the Mind, Yoga, Spanish, Virtual Reality Cultural Studies, Technology and STEM. Funding includes start up costs for materials for the new courses. Schedules meeting student needs is Level 5: Personal Mastery; in the Hierarchy of High Reliability Schools Framework.	Teacher Collaboration, Policy and Process, Academic Support Program, Technology, Curriculum Development, Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$2500	Middle school staff and administrators

District Improvement Plan

Kenowa Hills Public Schools

K-12 Performance Assessment Team	KHPS started a Performance-Based Assessment Team of K-12 teacher leaders in 2018-19 to create performance assessments during professional development time with Jonathan Vander Els, a performance assessment expert. This assessment work is part of Level 3 of Marzano's High Reliability Schools Framework: Guaranteed and Viable Curriculum. Jonathan VanderEls will continue working with teams of teachers during the 2019-20 school year so that all staff will be trained in creating, administering and evaluating performance assessments written to assess essential standards.	Teacher Collaboration, Parent Involvement, Technology, Curriculum Development, Direct Instruction	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$3750	Teachers, administrators and Jonathan VanderEls
K-12 21st Century Report Card and Transcript Teams	In 2019-20 report card teams of teacher leaders and administrators will be created to review our KHPS reporting process and transcripts. There will be a grades K-5 team and a grades 6-12 team. These teams will be working on the High Reliability Schools Framework Level 5: Competency-Based Education. The goal of the teams will be to create a transparent reporting system for all stakeholders that focuses on what academic standards a student has mastered along with career ready skills being reported separately.	Parent Involvement, Policy and Process, Professional Learning, Technology	Tier 1	Getting Ready	09/09/2019	06/05/2020	\$500	Teachers and administrators
Leadership Growth	KHPS offers leadership growth for administrators with leadership coaching from a MASSP coach, and leadership growth for teachers when they participate in our KHPS Leadership Mentoring Program that includes mentoring and goal setting for teaching staff interested in being teacher or administrative leaders.	Professional Learning	Tier 1	Implement	08/26/2019	06/05/2020	\$2500	Teachers, administrators, MASSP coach
Classroom Learning Labs - Title II Part A	The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. The lab classroom provides an authentic opportunity for colleagues to see highly effective instruction in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving. In 2019-20 the focus of classroom learning labs will be examples of personal mastery in the classroom. This also includes school climate, our instructional model, focus on essential standards and assessments, which are all part of our buildings personal mastery action plans.	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$1250	Instructional Coaches, PreK-12 Teaching Staff and Administrators

District Improvement Plan

Kenowa Hills Public Schools

Engineering and Computer Science Courses	Michigan has new computer science standards released in 2018-19. KHPS understands the importance of our students being career and college ready upon graduation. Two new courses are being created to meet the needs of our students. Intro to Engineering Design and Computer Science Essentials will be offered as courses in 2019-20. The teacher of these courses is receiving professional development in the program Project Lead the Way. This professional development will help him create a relevant and rigorous curriculum for our new courses.	Teacher Collaboration, Professional Learning, Technology, Curriculum Development, Materials, Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$16000	Teachers and administrators
K-12 Essential Standards Leadership Teams	In 2018-19, teams of teachers representing PreK-12 classes went through a protocol with our competency-based education coach to determine essential standards for the core subject areas. Substitutes replace teachers so they are able to meet in K-12 curriculum teams to determine and align essential standards. In 2019-20, our elective course teachers will use the same protocol with our competency-based coach to define essential standards for their classes. All essential standards will be defined by June 2020. The next step in the work will be to create competencies for each grade and course.	Teacher Collaboration, Policy and Process, Technology, Curriculum Development, Materials, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$1000	K-12 Teachers and Administrators
K-12 21st Century Report Card and Transcript Teams	In 2019-20 report card teams of teacher leaders and administrators will be created to review our KHPS reporting process and transcripts. There will be a grades K-5 team and a grades 6-12 team. These teams will be working on the High Reliability Schools Framework Level 5: Competency-Based Education. The goal of the teams will be to create a transparent reporting system for all stakeholders that focuses on what academic standards a student has mastered along with career ready skills being reported separately.	Community Engagement, Policy and Process, Academic Support Program, Technology	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$500	Teacher leaders and administrators
Leadership Growth	KHPS offers leadership growth for administrators with leadership coaching from a MASSP coach, and leadership growth for teachers when they participate in our KHPS Leadership Mentoring Program that includes mentoring and goal setting for teaching staff interested in being teacher or administrative leaders.	Professional Learning, Technology	Tier 1	Implement	08/26/2019	06/05/2020	\$2500	Teachers, administrators and MASSP coach.

District Improvement Plan

Kenowa Hills Public Schools

Middle School Schedule	Kenowa Hills Middle School has implemented a program to help schedule students for additional academic intervention or enrichment called Flex Scheduler. The Middle School is moving to trimesters in 2019-20 to offer more student choice in courses. New course offerings include Environmental Studies, Odyssey of the Mind, Yoga, Spanish, Virtual Reality Cultural Studies, Technology and STEM. Funding includes start up costs for materials for the new courses. Schedules meeting student needs is Level 5: Personal Mastery; in the Hierarchy of High Reliability Schools Framework.	Academic Support Program	Tier 1	Implement	08/26/2019	06/05/2020	\$2500	Middle School Principal and staff
Habits of Mind - Middle School	The Middle School is implementing the "Habits of Mind" of work and life related skills. The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.	Teacher Collaboration, Behavioral Support Program, Parent Involvement, Policy and Process, Academic Support Program, Professional Learning, Technology, Materials, Direct Instruction	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$250	Teachers and administrators
K-12 Performance Assessment Team	KHPS started a Performance-Based Assessment Team of K-12 teacher leaders in 2018-19 to create performance assessments during professional development time with Jonathan Vander Els, a performance assessment expert. This assessment work is part of Level 3 of Marzano's High Reliability Schools Framework: Guaranteed and Viable Curriculum. Jonathan VanderEls will continue working with teams of teachers during the 2019-20 school year so that all staff will be trained in creating, administering and evaluating performance assessments written to assess essential standards.	Teacher Collaboration, Academic Support Program, Professional Learning, Technology, Curriculum Development	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$3750	Teachers, administrators, Jonathan VanderEls

District Improvement Plan

Kenowa Hills Public Schools

Data Collection and Evaluation - Data Doctor - Title IIA	Ewing and Associates contracted services and substitute teachers for trainings. Ewing and associates will provide Kenowa Hills Public Schools training, tools, and processes to maintain compliance with ESSA state and federal program expectations with a focus on improving student achievement in the schools and district. The framework for this work includes (1) determining the current status of compliance via focusing on the CNA, (2) potential next steps with building staff(s), (3) develop, revise and/or refinement of program implementation processes and supports, (4) follow-up guidance and support, and (5) utilizing process data and information to drive continuous improvement. Our CNA results show that principals need more professional development related to data evaluation.	Policy and Process, Academic Support Program, Professional Learning, Technology	Tier 1	Implement	09/09/2019	05/08/2020	\$1250	Principals, teacher leadership, curriculum director
K-12 21st Century Report Card and Transcript Teams	In 2019-20 report card teams of teacher leaders and administrators will be created to review our KHPS reporting process and transcripts. There will be a grades K-5 team and a grades 6-12 team. These teams will be working on the High Reliability Schools Framework Level 5: Competency-Based Education. The goal of the teams will be to create a transparent reporting system for all stakeholders that focuses on what academic standards a student has mastered along with career ready skills being reported separately.	Community Engagement, Teacher Collaboration, Policy and Process, Academic Support Program, Technology	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$500	Teaching staff and administrators
Elementary STEM Specialist Class	Our CNA data shows that we have a weakness in science scores at the elementary level. It was decided to try to incorporate more NGSS STEM materials into the elementary curriculum. Two K-5 STEM specialist teachers were hired and will engage in STEM related lessons during the school year which started in February 2018. Kent ISD STEM consultants worked with the specialist STEM staff and created lessons for them to use to integrate STEM into their weekly specialist classes. Each STEM teacher sees each PreK-5 classroom for 45 minutes per week for instruction.	Teacher Collaboration, Professional Learning, Technology, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$7875	K-5 STEM teachers, curriculum director

District Improvement Plan

Kenowa Hills Public Schools

Middle School Schedule	Kenowa Hills Middle School has implemented a program to help schedule students for additional academic intervention or enrichment called Flex Scheduler. The Middle School is moving to trimesters in 2019-20 to offer more student choice in courses. New course offerings include Environmental Studies, Odyssey of the Mind, Yoga, Spanish, Virtual Reality Cultural Studies, Technology and STEM. Funding includes start up costs for materials for the new courses. Schedules meeting student needs is Level 5: Personal Mastery; in the Hierarchy of High Reliability Schools Framework.	Teacher Collaboration, Policy and Process, Academic Support Program, Technology, Curriculum Development, Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$2500	Middle school staff and administrators
STEM Academy	In fall of 2016, KHPS implemented a STEM Academy class for 7th and 9th graders. The program has grown each year with refinements to the curriculum and learning environment. Content Teachers and STEM instructors are trained with our Kent Intermediate School District STEM Consultants. They have planned curriculum. Kenowa Hills Public Schools partnered with DeWys Manufacturing and Move Systems to create a state of the art learning experience location. The school will use a 3,324 sq.ft. space under the same roof as an advanced manufacturing company as a location for learning. In 2019-20 the courses will continue to expand with course offerings and additional STEM Lab equipment.	Community Engagement, Teacher Collaboration, Professional Learning, Career Preparation /Orientation, Technology, Curriculum Development, Materials, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$15000	Kent ISD STEM consultants, STEM Academy teaching staff and administrators
Engineering and Computer Science Courses	Michigan has new computer science standards released in 2018-19. KHPS understands the importance of our students being career and college ready upon graduation. Two new courses are being created to meet the needs of our students. Intro to Engineering Design and Computer Science Essentials will be offered as courses in 2019-20. The teacher of these courses is receiving professional development in the program Project Lead the Way. This professional development will help him create a relevant and rigorous curriculum for our new courses.	Teacher Collaboration, Professional Learning, Technology, Curriculum Development, Materials, Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$16000	Teachers and administrators

District Improvement Plan

Kenowa Hills Public Schools

Classroom Learning Labs - Title II Part A	The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. The lab classroom provides an authentic opportunity for colleagues to see highly effective instruction in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving. In 2019-20 the focus of classroom learning labs will be examples of personal mastery in the classroom. This also includes school climate, our instructional model, focus on essential standards and assessments, which are all part of our buildings personal mastery action plans.	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$1250	Instructional Coaches, PreK-12 Teaching Staff and Administrators
Elementary STEM Specialist Class	Our CNA data shows that we have a weakness in science scores at the elementary level. It was decided to try to incorporate more NGSS STEM materials into the elementary curriculum. Two K-5 STEM specialist teachers were hired and will engage in STEM related lessons during the school year which started in February 2018. Kent ISD STEM consultants worked with the specialist STEM staff and created lessons for them to use to integrate STEM into their weekly specialist classes. Each STEM teacher sees each PreK-5 classroom for 45 minutes per week for instruction.	Teacher Collaboration, Supplemental Materials, Professional Learning, Technology, Materials, Direct Instruction	Tier 1	Monitor	08/05/2019	06/05/2020	\$7875	K-5 STEM Teachers, Curriculum Director
K-12 Performance Assessment Team	KHPS started a Performance-Based Assessment Team of K-12 teacher leaders in 2018-19 to create performance assessments during professional development time with Jonathan Vander Els, a performance assessment expert. This assessment work is part of Level 3 of Marzano's High Reliability Schools Framework: Guaranteed and Viable Curriculum. Jonathan VanderEls will continue working with teams of teachers during the 2019-20 school year so that all staff will be trained in creating, administering and evaluating performance assessments written to assess essential standards.	Teacher Collaboration, Parent Involvement, Academic Support Program, Professional Learning, Career Preparation /Orientation, Technology, Curriculum Development, Direct Instruction	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$3750	Teacher leaders from K-12 and administrators

District Improvement Plan

Kenowa Hills Public Schools

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
McKinney-Vento Supports and Services - Title I Part A	Our district has reserved money from our Title I Part A allocation for students qualifying for McKinney Vento Services. McKinney Vento student needs include school of origin transportation, clothing, food, school fees, school and personal supplies, counseling if needed, Title I services if needed, and tutoring and/or summer school if needed so students have everything they need to be successful in school. *SEE MEGS for total cost	Teacher Collaboration, Behavioral Support Program, Academic Support Program, Supplemental Materials, Technology	Tier 2	Monitor	08/26/2019	06/05/2020	\$4922	District and Building McKinney-Vento coordinators/liaisons
Instructional Coaching (K-12)	Instructional Coaches will organize and implement Classroom Learning Labs (CLL) to support teachers professional development. Instructional Coaches will also support teachers with the Gradual Release of Responsibility Instructional Framework. The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. Like surgical theaters where doctors observe actual operations in progress to hone their techniques, the lab classroom provides an authentic opportunity for colleagues to see ideas in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving. Our instructional coaches also work collaboratively with teachers on an individual basis to improve Tier I instruction (GRR Model). In addition, the elementary coaches will collaborate with our K-3 staff to keep a focus on our goal of having all students reading at level by grade 3. The coaches will coach teachers with Tier I literacy interventions to help meet the needs of all students during Tier I instruction. *SEE MEGS for total costs	Teacher Collaboration, Academic Support Program, Professional Learning, Technology, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$15515	Instructional Coaches, Administrators and Teaching Staff

District Improvement Plan

Kenowa Hills Public Schools

McKinney Vento Supports and Services - Title I Part A	<p>Our district has reserved money from our Title I Part A allocation for students qualifying for McKinney Vento Services. McKinney Vento student needs include school of origin transportation, clothing, food, school fees, school and personal supplies, counseling if needed, Title I services if needed, and tutoring and/or summer school if needed so students have everything they need to be successful in school.</p> <p>*SEE MEGS for total cost</p>	Other, Academic Support Program, Materials	Tier 1	Implement	08/26/2019	06/05/2020	\$4922	McKinney Vento Building and District Liaisons and Teaching Staff
Instructional Coaching (K-12)	<p>Instructional Coaches will organize and implement Classroom Learning Labs (CLL) to support teachers professional development. Instructional Coaches will also support teachers with the Gradual Release of Responsibility Instructional Framework. The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. Like surgical theaters where doctors observe actual operations in progress to hone their techniques, the lab classroom provides an authentic opportunity for colleagues to see ideas in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving.</p> <p>Our instructional coaches also work collaboratively with teachers on an individual basis to improve Tier I instruction (GRR Model).</p> <p>In addition, the elementary coaches will collaborate with our K-3 staff to keep a focus on our goal of having all students reading at level by grade 3. The coaches will coach teachers with Tier I literacy interventions to help meet the needs of all students during Tier I instruction.</p> <p>*SEE MEGS for total costs</p>	Teacher Collaboration, Academic Support Program, Supplemental Materials, Professional Learning, Technology, Curriculum Development, Direct Instruction	Tier 2	Monitor	08/26/2019	06/05/2020	\$15515	Instructional Coaches, Administrators and Teaching Staff

District Improvement Plan

Kenowa Hills Public Schools

Parent and Family Engagement - Title I Part A	<p>Parent and family engagement at KHPS is a high priority. Parent and family engagement activities include: KHPS website, newsletters, school messenger, facilities study teams, district and school improvement teams, PTOs, Band Boosters, EL family nights, open houses, curriculum nights, parent/teacher conferences, Watch Dog programs at K-8 buildings, Reading Literacy Nights, board meetings, and internet based curriculum to use at home with students. Specific parent involvement activities for our Migrant and EL students are:</p> <ul style="list-style-type: none"> -At least two parent nights will be held during the school year. At these meetings, essential ELA and math curriculum components will be shared with families. In addition, parents will be given strategies to assist in developing their child's reading, writing, speaking and math skills at home. -A variety of important school information and parent tips will be shared in order to assist parents in preparing their child for school and specific events. <p>*SEE MEGS for total cost</p>	Community Engagement, Teacher Collaboration, Parent Involvement, Supplemental Materials, Materials	Tier 1	Evaluate	08/26/2019	06/05/2020	\$1278	District Staff and Administrators
Tier II Academic Intervention Specialists - Title I Part A	<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTs. Our CNA shows gaps in subgroups' achievement. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>*SEE MEGS for total costs</p>	Academic Support Program	Tier 2	Monitor	08/26/2019	06/05/2020	\$105698	Academic Intervention Specialists, Elementary Principals, and Director of Curriculum and Instruction

District Improvement Plan

Kenowa Hills Public Schools

McKinney-Vento Supports and Services - Title I Part A	Our district has reserved money from our Title I Part A allocation for students qualifying for McKinney Vento Services. McKinney Vento student needs include school of origin transportation, clothing, food, school fees, school and personal supplies, counseling if needed, Title I services if needed, and tutoring and/or summer school if needed so students have everything they need to be successful in school. *SEE MEGS for total cost	Teacher Collaboration, Behavioral Support Program, Academic Support Program, Materials	Tier 2	Monitor	08/26/2019	06/05/2020	\$4922	District and Building McKinney-Vento Liaisons and Teaching Staff
Tier II Academic Intervention Specialists - Title I Part A	KHPS has adopted the Response to Intervention (RtI) framework as the MTTS. Our CNA shows gaps in subgroups' achievement. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction. *SEE MEGS for total costs	Teacher Collaboration, Academic Support Program, Technology, Direct Instruction	Tier 2	Monitor	08/26/2019	06/05/2020	\$105698	Academic Intervention Specialists, Elementary Principals, and Director of Curriculum and Instruction

District Improvement Plan

Kenowa Hills Public Schools

Parent and Family Engagement - Title I Part A	<p>Parent and family engagement at KHPS is a high priority. Parent and family engagement activities include: KHPS website, newsletters, school messenger, facilities study teams, district and school improvement teams, PTOs, Band Boosters, EL family nights, open houses, curriculum nights, parent/teacher conferences, Watch Dog programs at K-8 buildings, Reading Literacy Nights, board meetings, and internet based curriculum to use at home with students. Specific parent involvement activities for our Migrant and EL students are:</p> <ul style="list-style-type: none"> -At least two parent nights will be held during the school year. At these meetings, essential ELA and math curriculum components will be shared with families. In addition, parents will be given strategies to assist in developing their child's reading, writing, speaking and math skills at home. -A variety of important school information and parent tips will be shared in order to assist parents in preparing their child for school and specific events. <p>*SEE MEGS for total cost</p>	Parent Involvement	Tier 1	Implement	08/26/2019	06/05/2020	\$1278	Instructional Staff and Administrators
Summer School-Camp Kenowa- Title IA	<p>Based on Kenowa Hills' annual 31a needs analysis, students were identified as needing additional academic support beyond the traditional school year. Eligible students identified as needing supplementary instructional support will be invited to summer school and this includes any McKinney Vento student achieving below their grade level standards. Camp Kenowa includes K-5 students needing additional instruction in the core curriculum.</p> <p>Summer school is an activity that helps make time the variable and learning the constant. Research-driven instructional strategies will be implemented and evaluated with the intent of increasing academic achievement.</p> <p>Camp Kenowa is staffed by highly qualified teaching staff and runs for 4 four day a week sessions. in late July and early August.</p> <p>*SEE MEGS for total costs</p>	Teacher Collaboration, Academic Support Program, Technology	Tier 2	Monitor	06/10/2019	08/08/2019	\$9151	Summer School Coordinator and Instructional Staff

District Improvement Plan

Kenowa Hills Public Schools

Summer School-Camp Kenowa- Title IA	<p>Based on Kenowa Hills' annual 31a needs analysis, students were identified as needing additional academic support beyond the traditional school year. Eligible students identified as needing supplementary instructional support will be invited to summer school and this includes any McKinney Vento student achieving below their grade level standards. Camp Kenowa includes K-5 students needing additional instruction in the core curriculum.</p> <p>Summer school is an activity that helps make time the variable and learning the constant. Research-driven instructional strategies will be implemented and evaluated with the intent of increasing academic achievement.</p> <p>Camp Kenowa is staffed by highly qualified teaching staff and runs for 4 four day a week sessions. in late July and early August.</p> <p>*SEE MEGS for total costs</p>	Academic Support Program, Technology	Tier 2	Monitor	06/10/2019	08/08/2019	\$9151	Summer School Coordinator and Instructional Staff
Parent and Family Engagement - Title I Part A	<p>Parent and family engagement at KHPS is a high priority. Parent and family engagement activities include: KHPS website, newsletters, school messenger, facilities study teams, district and school improvement teams, PTOs, Band Boosters, EL family nights, open houses, curriculum nights, parent/teacher conferences, Watch Dog programs at K-8 buildings, Reading Literacy Nights, board meetings, and internet based curriculum to use at home with students. Specific parent involvement activities for our Migrant and EL students are:</p> <ul style="list-style-type: none"> -At least two parent nights will be held during the school year. At these meetings, essential ELA and math curriculum components will be shared with families. In addition, parents will be given strategies to assist in developing their child's reading, writing, speaking and math skills at home. -A variety of important school information and parent tips will be shared in order to assist parents in preparing their child for school and specific events. <p>*SEE MEGS for total cost</p>	Community Engagement, Teacher Collaboration, Parent Involvement, Policy and Process, Academic Support Program, Supplemental Materials, Technology, Materials	Tier 1	Monitor	08/26/2019	06/05/2020	\$1278	District Staff and Administrators

District Improvement Plan

Kenowa Hills Public Schools

Tier II Academic Intervention Specialists - Title I Part A	<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTS. Our CNA shows gaps in subgroups' achievement. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>*SEE MEGS for total costs</p>	Teacher Collaboration, Academic Support Program, Technology, Direct Instruction	Tier 2	Monitor	08/26/2019	06/05/2020	\$105698	Academic Intervention Specialists, Principals, and Director of Curriculum and Instruction.
Summer School-Camp Kenowa - Title I	<p>Based on Kenowa Hills' annual 31a needs analysis, students were identified as needing additional academic support beyond the traditional school year. Eligible students identified as needing supplementary instructional support will be invited to summer school and this includes any McKinney Vento student achieving below their grade level standards. Camp Kenowa includes K-5 students needing additional instruction in the core curriculum.</p> <p>Summer school is an activity that helps make time the variable and learning the constant. Research-driven instructional strategies will be implemented and evaluated with the intent of increasing academic achievement.</p> <p>Camp Kenowa is staffed by highly qualified teaching staff and runs for 4 four day a week sessions. in late July and early August</p> <p>*SEE MEGS for total costs</p>	Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Materials, Direct Instruction	Tier 2	Monitor	06/10/2019	08/08/2019	\$9151	Summer School Coordinator and Instructional Staff.

District Improvement Plan

Kenowa Hills Public Schools

McKinney-Vento Supports and Services - Title I Part A	Our district has reserved money from our Title I Part A allocation for students qualifying for McKinney Vento Services. McKinney Vento student needs include school of origin transportation, clothing, food, school fees, school and personal supplies, counseling if needed, Title I services if needed, and tutoring and/or summer school if needed so students have everything they need to be successful in school. *SEE MEGS for total cost	Academic Support Program, Materials	Tier 1	Monitor	08/26/2019	06/05/2020	\$4922	District and Building McKinney-Vento Liaisons and Teaching Staff
Tier II Academic Intervention Specialists - Title I Part A	KHPS has adopted the Response to Intervention (RtI) framework as the MTTS. Our CNA shows gaps in subgroups' achievement. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction. *SEE MEGS for total costs	Academic Support Program	Tier 2	Monitor	08/26/2019	06/05/2020	\$105698	Academic Intervention Specialists, Elementary Principals, and Director of Curriculum and Instruction.

District Improvement Plan

Kenowa Hills Public Schools

Instructional Coaching (K-12)	<p>Instructional Coaches will organize and implement Classroom Learning Labs (CLL) to support teachers professional development. Instructional Coaches will also support teachers with the Gradual Release of Responsibility Instructional Framework. The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. Like surgical theaters where doctors observe actual operations in progress to hone their techniques, the lab classroom provides an authentic opportunity for colleagues to see ideas in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving.</p> <p>Our instructional coaches also work collaboratively with teachers on an individual basis to improve Tier I instruction (GRR Model).</p> <p>In addition, the elementary coaches will collaborate with our K-3 staff to keep a focus on our goal of having all students reading at level by grade 3. The coaches will coach teachers with Tier I literacy interventions to help meet the needs of all students during Tier I instruction.</p> <p>*SEE MEGS for total costs</p>	Teacher Collaboration, Professional Learning, Technology, Curriculum Development	Tier 1	Monitor	08/26/2019	06/05/2020	\$15515	Instructional Coaches, Administrators and Teaching Staff
-------------------------------	---	--	--------	---------	------------	------------	---------	--

District Improvement Plan

Kenowa Hills Public Schools

Parent and Family Engagement - Title I Part A	Parent and family engagement at KHPS is a high priority. Parent and family engagement activities include: KHPS website, newsletters, school messenger, facilities study teams, district and school improvement teams, PTOs, Band Boosters, EL family nights, open houses, curriculum nights, parent/teacher conferences, Watch Dog programs at K-8 buildings, Reading Literacy Nights, board meetings, and internet based curriculum to use at home with students. Specific parent involvement activities for our Migrant and EL students are: -At least two parent nights will be held during the school year. At these meetings, essential ELA and math curriculum components will be shared with families. In addition, parents will be given strategies to assist in developing their child's reading, writing, speaking and math skills at home. -A variety of important school information and parent tips will be shared in order to assist parents in preparing their child for school and specific events. *SEE MEGS for total cost	Community Engagement, Parent Involvement	Tier 1	Monitor	08/26/2019	06/05/2020	\$1278	District Staff and Administrators
---	---	--	--------	---------	------------	------------	--------	-----------------------------------

District Improvement Plan

Kenowa Hills Public Schools

Instructional Coaching (K-12)	<p>Instructional Coaches will organize and implement Classroom Learning Labs (CLL) to support teachers professional development. Instructional Coaches will also support teachers with the Gradual Release of Responsibility Instructional Framework. The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. Like surgical theaters where doctors observe actual operations in progress to hone their techniques, the lab classroom provides an authentic opportunity for colleagues to see ideas in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving.</p> <p>Our instructional coaches also work collaboratively with teachers on an individual basis to improve Tier I instruction (GRR Model).</p> <p>In addition, the elementary coaches will collaborate with our K-3 staff to keep a focus on our goal of having all students reading at level by grade 3. The coaches will coach teachers with Tier I literacy interventions to help meet the needs of all students during Tier I instruction.</p> <p>*SEE MEGS for total costs</p>	Professional Learning, Technology, Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$15515	Instructional Coaches, Teaching Staff and Administrators
-------------------------------	---	---	--------	-----------	------------	------------	---------	--

District Improvement Plan

Kenowa Hills Public Schools

Summer School-Camp Kenowa- Title IA	<p>Based on Kenowa Hills' annual 31a needs analysis, students were identified as needing additional academic support beyond the traditional school year. Eligible students identified as needing supplementary instructional support will be invited to summer school and this includes any McKinney Vento student achieving below their grade level standards. Camp Kenowa includes K-5 students needing additional instruction in the core curriculum.</p> <p>Summer school is an activity that helps make time the variable and learning the constant. Research-driven instructional strategies will be implemented and evaluated with the intent of increasing academic achievement.</p> <p>Camp Kenowa is staffed by highly qualified teaching staff and runs for 4 weeks Monday through Friday in late July and early August.</p> <p>SEE MEGS for final costs</p>	Teacher Collaboration, Academic Support Program, Career Preparation /Orientation, Technology, Direct Instruction	Tier 2	Monitor	06/10/2019	08/08/2019	\$9151	Summer School Coordinator and Instructional Staff.
-------------------------------------	---	--	--------	---------	------------	------------	--------	--

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Communities (PLC's)	<p>Kenowa Hills will continue to promote and support the Professional Learning Community model of collaboration and professional growth. Four guiding questions will guide KHPS PLC teams: 1) what curriculum do we want students to know; 2) how will we know when they have learned it; 3) how will we respond when students do not learn the intended curriculum; and 4) how will we respond when students already know the intended curriculum. Teacher collaboration around data is essential to student achievement.</p> <p>KHPS will provide regular PLC time through an early student dismissal process. PLC teams are organized by grade level at the elementary level and department at the secondary level. The PLCs focus on data, curriculum standards and assessments</p>	Teacher Collaboration, Professional Learning, Technology	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	All KHPS Certified and Administrative Staff

District Improvement Plan

Kenowa Hills Public Schools

Stakeholder Voice	High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop). Each building administers surveys to parents, staff and students to honor Stakeholder Voice. Each building has a feedback loop associated with sharing the survey results. Stakeholder voice and choice is Level 5 in the Hierarchy of High Reliability Schools Research.	Community Engagement, Teacher Collaboration, Parent Involvement, Policy and Process, Technology	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	All Kenowa Hills Staff and Administrators
Gradual Release of Responsibility (GRR) Instructional Model Professional Development and Implementation	Our district vision is aligned with the Marzano High Reliability Schools Framework. The framework speaks to the need to have a research-based instructional model as an essential element of Level 2: Effective Teaching in Every Classroom. In 2019-20 our teachers will continue to receive professional development from our instructional coaches surrounding our district instructional model, Gradual Release of Responsibility (GRR). The 2019-20 goal is to have 100% of staff implementing highly effective collaborative learning activities in their classrooms. Teacher evaluations will continue to be based on teachers showing growth in the area of implementing the GRR instructional model. Staff professional development will involve "Classroom Learning Labs", Instructional Coaching, and Professional Learning Community times. Highly effective collaborative learning leads to higher order thinking skills which are essential for students to be college and career ready.	Professional Learning, Technology, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	All K-12 Instructional and Administrative Staff

District Improvement Plan

Kenowa Hills Public Schools

Stakeholder Voice	High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop). Each building administers surveys to parents, staff and students to honor Stakeholder Voice. Each building has a feedback loop associated with sharing the survey results. Stakeholder voice and choice is Level 5 in Marzano's Hierarchy of High Reliability Schools.	Community Engagement, Teacher Collaboration, Parent Involvement, Policy and Process, Technology	Tier 1	Implement	08/26/2019	06/05/2020	\$0	All Kenowa Hills Staff and Administrators
Professional Learning Communities (PLC's)	Kenowa Hills will continue to promote and support the Professional Learning Community model of collaboration and professional growth. Four guiding questions will guide KHPS PLC teams: 1) what curriculum do we want students to know; 2) how will we know when they have learned it; 3) how will we respond when students do not learn the intended curriculum; and 4) how will we respond when students already know the intended curriculum. Teacher collaboration around data is essential to student achievement. KHPS will provide regular PLC time through an early student dismissal process. PLC teams are organized by grade level at the elementary level and department at the secondary level. The PLCs focus on data, curriculum standards and assessments	Teacher Collaboration, Professional Learning, Technology, Curriculum Development	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	All KHPS Certified and Administrative Staff

District Improvement Plan

Kenowa Hills Public Schools

Gradual Release of Responsibility (GRR) Instructional Model Implementation	Our district vision is aligned with the Marzano High Reliability Schools Framework. The framework speaks to the need to have a research-based instructional model as an essential element of Level 2: Effective Teaching in Every Classroom. In 2019-20 our teachers will continue to receive professional development from our instructional coaches surrounding our district instructional model, Gradual Release of Responsibility (GRR). The 2019-20 goal is to have 100% of staff implementing highly effective collaborative learning activities in their classrooms. Teacher evaluations will continue to be based on teachers showing growth in the area of implementing the GRR instructional model. Staff professional development will involve "Classroom Learning Labs", Instructional Coaching, and Professional Learning Community times. Highly effective collaborative learning leads to higher order thinking skills which are essential for students to be college and career ready.	Professional Learning, Technology, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	All K-12 Instructional and Administrative Staff
Stakeholder Voice	High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop). Each building administers surveys to parents, staff and students to honor Stakeholder Voice. Each building has a feedback loop associated with sharing the survey results. Stakeholder voice and choice is Level 5 in the Hierarchy of High Reliability Schools Research.	Community Engagement, Teacher Collaboration, Parent Involvement, Policy and Process, Technology	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	All Kenowa Hills Staff and Administrators

District Improvement Plan

Kenowa Hills Public Schools

Gradual Release of Responsibility Instructional Model Implementation and Professional Development	Our district vision is aligned with the Marzano High Reliability Schools Framework. The framework speaks to the need to have a research-based instructional model as an essential element of Level 2: Effective Teaching in Every Classroom. In 2019-20 our teachers will continue to receive professional development from our instructional coaches surrounding our district instructional model, Gradual Release of Responsibility (GRR). The 2019-20 goal is to have 100% of staff implementing highly effective collaborative learning activities in their classrooms. Teacher evaluations will continue to be based on teachers showing growth in the area of implementing the GRR instructional model. Staff professional development will involve "Classroom Learning Labs", Instructional Coaching, and Professional Learning Community times. Highly effective collaborative learning leads to higher order thinking skills which are essential for students to be college and career ready.	Professional Learning, Technology, Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$0	All K-12 Instructional and Administrative Staff
Professional Learning Communities (PLC's)	Kenowa Hills will continue to promote and support the PLC model of collaboration and professional growth. Four guiding questions will guide KHPS PLC teams: 1) what curriculum do we want students to know; 2) how will we know when they have learned it; 3) how will we respond when students do not learn the intended curriculum; and 4) how will we respond when students already know the intended curriculum. KHPS will provide monthly PLC time through an early student dismissal process. PLC teams are organized by grade level at the elementary level and department at the secondary level	Teacher Collaboration, Professional Learning, Technology, Curriculum Development, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	All KHPS Certified and Administrative Staff

District Improvement Plan

Kenowa Hills Public Schools

Gradual Release of Responsibility (GRR) Instructional Model Professional Development	Our district vision is aligned with the Marzano High Reliability Schools Framework. The framework speaks to the need to have a research-based instructional model as an essential element of Level 2: Effective Teaching in Every Classroom. In 2019-20 our teachers will continue to receive professional development from our instructional coaches surrounding our district instructional model, Gradual Release of Responsibility (GRR). The 2019-20 goal is to have 100% of staff implementing highly effective collaborative learning activities in their classrooms. Teacher evaluations will continue to be based on teachers showing growth in the area of implementing the GRR instructional model. Staff professional development will involve "Classroom Learning Labs", Instructional Coaching, and Professional Learning Community times. Highly effective collaborative learning leads to higher order thinking skills which are essential for students to be college and career ready.	Teacher Collaboration, Professional Learning, Career Preparation /Orientation, Technology, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	All K-12 Instructional and Administrative Staff
Stakeholder Voice	High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop). Each building administers surveys to parents, staff and students to honor Stakeholder Voice. Each building has a feedback loop associated with sharing the survey results. Stakeholder voice and choice is Level 5 in the Hierarchy of High Reliability Schools Research.	Community Engagement, Teacher Collaboration, Parent Involvement, Policy and Process, Technology	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	All Kenowa Hills Staff and Administrators

District Improvement Plan

Kenowa Hills Public Schools

Professional Learning Communities (PLC's)	<p>Kenowa Hills will continue to promote and support the Professional Learning Community model of collaboration and professional growth. Four guiding questions will guide KHPS PLC teams: 1) what curriculum do we want students to know; 2) how will we know when they have learned it; 3) how will we respond when students do not learn the intended curriculum; and 4) how will we respond when students already know the intended curriculum. Teacher collaboration around data is essential to student achievement.</p> <p>KHPS will provide regular PLC time through an early student dismissal process. PLC teams are organized by grade level at the elementary level and department at the secondary level. The PLCs focus on data, curriculum standards and assessments</p>	Teacher Collaboration, Professional Learning, Technology, Curriculum Development	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	All KHPS Certified and Administrative Staff
---	---	--	--------	---------	------------	------------	-----	---

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
High School Credit Recovery - Section 31a	<p>The annual KHPS Section 31a needs analysis revealed a significant number of students failing courses at the high school level. Supplemental support is needed to provide these students with an immediate, credit-recovering academic intervention. This supplemental program is a necessity in keeping students on a pathway toward on-time graduation and moreover, earning a high school diploma.</p> <p>*SEE MEGS for total costs</p>	Behavioral Support Program, Academic Support Program, Technology	Tier 2	Evaluate	08/26/2019	06/05/2020	\$26250	Credit Recovery Coordinator and High School Principal.
AP Testing Fees Waiver - 31a	AP Fee waiver will be available to at-risk students.	Academic Support Program	Tier 2	Implement	01/06/2020	05/28/2020	\$750	High school counselors and AP Teaching Staff

District Improvement Plan

Kenowa Hills Public Schools

KSSN Community School Support - Section 31a	<p>Kent School Services Network (KSSN) brings health and human services into the school building to serve students and families. This idea is called a "community school."</p> <p>Placing services at school removes many barriers that families have, and helps keep students in class. When students are in class, they can keep learning and achieving.</p> <p>The goals of KSSN Staff:</p> <ul style="list-style-type: none"> •Increase student achievement •Lower student absences •Improve coordination of services •Deliver health and human services as they are needed <p>SEE MEGS for Cost</p>	Community Engagement, Teacher Collaboration, Behavioral Support Program, Parent Involvement, Academic Support Program, Technology	Tier 2	Monitor	08/26/2019	06/05/2020	\$4500	KSSN Staff, Building Principal and Teaching Staff
Extended Day Learning Opportunities - Section 31a	<p>Students have extended day learning activities to attend which aligns with our move to a competency-based personalized learning system of education where time is the variable and learning is the constant. The elementary buildings host after school tutoring 2-3 days a week with transportation provided. All teachers are highly qualified staff. Students work on standards not yet mastered during the regular school day. There is an emphasis on reading and math during tutoring hours.</p> <p>The Middle School is doing what is called a 7th hour after school learning opportunity. The after school learning time is staffed by certified teaching staff and transportation for students is provided. Students work on mastering core curriculum standards that were not yet mastered during the school year.</p> <p>SEE MEGS for funding.</p>	Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Direct Instruction	Tier 2	Monitor	09/09/2019	06/05/2020	\$5500	Certified teaching staff and administrators

District Improvement Plan

Kenowa Hills Public Schools

Tier II Academic Intervention Specialists - Section 31a	<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTS. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>This Tier II intervention includes Middle School classes provided by Math and ELA teachers giving Tier II math and ELA support. There will also be a class at the Middle School focusing on Habits of Mind. The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.</p> <p>At the elementary level, our physical education, music, art and Spanish teachers will be trained by our instructional coaches to work with K-3 reading interventions with students when they are not teaching their specialist class.</p> <p>SEE MEGS for Funding</p>	Academic Support Program	Tier 2	Monitor	08/26/2019	06/05/2020	\$1625	Academic Interventionists, Middle School Principal, Curriculum Director
---	--	--------------------------	--------	---------	------------	------------	--------	---

District Improvement Plan

Kenowa Hills Public Schools

Tier II Academic Intervention Specialists - Section 31a	<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTS. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>When looking at CNA data, we find gaps in math instruction and lower growth in math on NWEA test results. This Tier II intervention includes Middle School classes provided by Math and ELA teachers giving Tier II math and ELA support.</p> <p>At the elementary level, our physical education, music, art and Spanish teachers will be trained by our instructional coaches to work with K-3 reading interventions with students when they are not teaching their specialist class.</p> <p>SEE MEGS for Funding</p>	Academic Support Program	Tier 2	Monitor	08/26/2019	06/05/2020	\$1625	Academic Interventionists, Principals, Curriculum Director, Elementary Specialist Teachers
---	---	--------------------------	--------	---------	------------	------------	--------	--

District Improvement Plan

Kenowa Hills Public Schools

Instructional Coaching (K-12)	<p>Instructional Coaches will organize and implement Classroom Learning Labs (CLL) to support teachers professional development. Instructional Coaches will also support teachers with the Gradual Release of Responsibility Instructional Framework. The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. Like surgical theaters where doctors observe actual operations in progress to hone their techniques, the lab classroom provides an authentic opportunity for colleagues to see ideas in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving.</p> <p>Our instructional coaches also work collaboratively with teachers on an individual basis to improve Tier I instruction (GRR Model).</p> <p>In addition, the elementary coaches will collaborate with our K-3 staff to keep a focus on our goal of having all students reading at level by grade 3. The coaches will coach teachers with Tier I literacy interventions to help meet the needs of all students during Tier I instruction.</p> <p>*SEE MEGS for total costs</p>	Teacher Collaboration, Academic Support Program, Supplemental Materials, Professional Learning, Technology, Curriculum Development, Direct Instruction	Tier 2	Monitor	08/26/2019	06/05/2020	\$74867	Instructional Coaches, Administrators and Teaching Staff
-------------------------------	---	--	--------	---------	------------	------------	---------	--

District Improvement Plan

Kenowa Hills Public Schools

Instructional Coaching (K-12)	<p>Instructional Coaches will organize and implement Classroom Learning Labs (CLL) to support teachers professional development. Instructional Coaches will also support teachers with the Gradual Release of Responsibility Instructional Framework. The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. Like surgical theaters where doctors observe actual operations in progress to hone their techniques, the lab classroom provides an authentic opportunity for colleagues to see ideas in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving.</p> <p>Our instructional coaches also work collaboratively with teachers on an individual basis to improve Tier I instruction (GRR Model).</p> <p>In addition, the elementary coaches will collaborate with our K-3 staff to keep a focus on our goal of having all students reading at level by grade 3. The coaches will coach teachers with Tier I literacy interventions to help meet the needs of all students during Tier I instruction.</p> <p>*SEE MEGS for total costs</p>	Teacher Collaboration, Academic Support Program, Professional Learning, Technology, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$74867	Instructional Coaches, Administrators and Teaching Staff
Secondary Extended Year - 31a	<p>Extended year opportunities are offered to students as a part of our journey to become a competency-based school system. This extended year time gives students more time to master important concepts needed for the next year's work or for future college and career readiness. The extended year runs for 2 weeks after school is dismissed.</p>	Academic Support Program, Career Preparation /Orientation, Technology, Direct Instruction	Tier 2		06/08/2020	06/19/2020	\$6000	Principals and Teaching Staff

District Improvement Plan

Kenowa Hills Public Schools

High School Credit Recovery - Section 31a	<p>The annual KHPS Section 31a needs analysis revealed a significant number of students failing courses at the high school level. Supplemental support is needed to provide these students with an immediate, credit-recovering academic intervention. This supplemental program is a necessity in keeping students on a pathway toward on-time graduation and moreover, earning a high school diploma.</p> <p>*SEE MEGS for total costs</p>	Academic Support Program, Career Preparation /Orientation, Technology, Direct Instruction	Tier 2	Monitor	08/26/2019	06/05/2020	\$26250	Credit Recovery teaching staff and principal
Middle School Behavior Interventionist - Section 31a	<p>The annual 31a needs assessment (for all students in the district) indicates a need for supplementary behavioral supports at the middle school. The middle school behavior interventionists will provide supplementary behavior interventions to students at the middle school who qualify for 31a services and require additional, supplementary behavioral supports. This staff member will utilize research-based behavior intervention strategies, including restorative justice techniques, in an effort to provide qualifying students with supplementary support.</p> <p>*SEE MEGS for costs</p>	Behavioral Support Program	Tier 2	Monitor	08/26/2019	06/05/2020	\$9750	Middle School Behavior Interventionist and Middle School Principal
High School At-Risk Counselor - Section 31a	<p>The annual KHPS Section 31a needs assessment (for all students in the district) indicates a need for supplementary social and emotional support at the high school level. A plethora of research suggests that when schools fail to meet students' social and emotional needs, it restricts their access to the intended curriculum.</p> <p>The high school at-risk counselor will work with the population of students identified via the needs assessment who require supplemental social and emotional support. This counselor will not be involved in the traditional counseling duties (such as scheduling, college preparations, testing support). Instead, this employee will exclusively provide support above and beyond the supports that are already being provided by the general fund counselors. At-risk students serviced will include the McKinney Vento students.</p> <p>*SEE MEGS for costs</p>	Teacher Collaboration, Behavioral Support Program, Academic Support Program, Career Preparation /Orientation	Tier 2	Monitor	08/26/2019	06/05/2020	\$26500	High School at-risk Counselor and High School Principal.

District Improvement Plan

Kenowa Hills Public Schools

Secondary Extended Year - 31a	Extended year opportunities are offered to students as a part of our journey to become a competency-based school system. This extended year time gives students more time to master important concepts needed for the next year's work or for future college and career readiness. The extended year runs for 2 weeks after school is dismissed.	Academic Support Program, Career Preparation /Orientation, Technology, Direct Instruction	Tier 2	Implement	06/08/2020	06/19/2020	\$6000	Principals and Teaching Staff
Extended Day Learning Opportunities - Section 31a	<p>Students have extended day learning activities to attend which aligns with our move to a competency-based personalized learning system of education where time is the variable and learning is the constant. The elementary buildings host after school tutoring 2-3 days a week with transportation provided. All teachers are highly qualified staff. Students work on standards not yet mastered during the regular school day. There is an emphasis on reading and math during tutoring hours.</p> <p>The Middle School is doing what is called a 7th hour after school learning opportunity. The after school learning time is staffed by certified teaching staff and transportation for students is provided. Students work on mastering core curriculum standards that were not yet mastered during the school year.</p> <p>SEE MEGS for funding.</p>	Teacher Collaboration, Academic Support Program, Technology, Direct Instruction	Tier 2	Monitor	09/09/2019	06/05/2020	\$5500	Certified Teaching Staff and Administrators
KSSN Community School Support - Section 31a	<p>Kent School Services Network (KSSN) brings health and human services into the school building to serve students and families. This idea is called a "community school."</p> <p>Placing services at school removes many barriers that families have, and helps keep students in class. When students are in class, they can keep learning and achieving.</p> <p>The goals of KSSN Staff:</p> <ul style="list-style-type: none"> •Increase student achievement •Lower student absences •Improve coordination of services •Deliver health and human services as they are needed <p>SEE MEGS for Cost</p>	Community Engagement, Teacher Collaboration, Behavioral Support Program, Parent Involvement, Academic Support Program	Tier 2	Monitor	08/26/2019	06/05/2020	\$4500	Building staff, KSSN staff, and building principal

District Improvement Plan

Kenowa Hills Public Schools

Secondary Extended Year - 31a	Extended year opportunities are offered to students as a part of our journey to become a competency-based school system. This extended year time gives students more time to master important concepts needed for the next year's work or for future college and career readiness. The extended year runs for 2 weeks after school is dismissed.	Academic Support Program, Career Preparation /Orientation, Technology, Direct Instruction	Tier 2	Implement	06/08/2020	06/19/2020	\$6000	Principals and Teaching Staff
Instructional Coaching (K-12)	<p>Instructional Coaches will organize and implement Classroom Learning Labs (CLL) to support teachers professional development. Instructional Coaches will also support teachers with the Gradual Release of Responsibility Instructional Framework. The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. Like surgical theaters where doctors observe actual operations in progress to hone their techniques, the lab classroom provides an authentic opportunity for colleagues to see ideas in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving.</p> <p>Our instructional coaches also work collaboratively with teachers on an individual basis to improve Tier I instruction (GRR Model).</p> <p>In addition, the elementary coaches will collaborate with our K-3 staff to keep a focus on our goal of having all students reading at level by grade 3. The coaches will coach teachers with Tier I literacy interventions to help meet the needs of all students during Tier I instruction.</p> <p>*SEE MEGS for total costs</p>	Professional Learning, Technology, Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$74867	Instructional Coaches, Teaching Staff and Administrators

District Improvement Plan

Kenowa Hills Public Schools

Extended Day Learning Opportunities - Section 31a	<p>Students have extended day learning activities to attend which aligns with our move to a competency-based personalized learning system of education where time is the variable and learning is the constant. The elementary buildings host after school tutoring 2-3 days a week with transportation provided. All teachers are highly qualified staff. Students work on standards not yet mastered during the regular school day. There is an emphasis on reading and math during tutoring hours.</p> <p>The Middle School is doing what is called a 7th hour after school learning opportunity. The after school learning time is staffed by certified teaching staff and transportation for students is provided. Students work on mastering core curriculum standards that were not yet mastered during the school year.</p> <p>SEE MEGS for funding.</p>	Academic Support Program, Technology, Direct Instruction	Tier 2	Monitor	09/09/2019	06/05/2020	\$5500	Teaching Staff and Administrators
High School Credit Recovery - Section 31a	<p>The annual KHPS Section 31a needs analysis revealed a significant number of students failing courses at the high school level. Supplemental support is needed to provide these students with an immediate, credit-recovering academic intervention. This supplemental program is a necessity in keeping students on a pathway toward on-time graduation and moreover, earning a high school diploma.</p> <p>*SEE MEGS for total costs</p>	Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology	Tier 2	Monitor	08/26/2019	06/05/2020	\$26250	Credit Recovery Coordinator, Teaching Staff and High School Principal.

District Improvement Plan

Kenowa Hills Public Schools

High School At-Risk Counselor - Section 31a	<p>The annual KHPS Section 31a needs assessment (for all students in the district) indicates a need for supplementary social and emotional support at the high school level. A plethora of research suggests that when schools fail to meet students' social and emotional needs, it restricts their access to the intended curriculum.</p> <p>The high school at-risk counselor will work with the population of students identified via the needs assessment who require supplemental social and emotional support. This counselor will not be involved in the traditional counseling duties (such as scheduling, college preparations, testing support). Instead, this employee will exclusively provide support above and beyond the supports that are already being provided by the general fund counselors. At-risk students serviced will include the McKinney Vento students.</p> <p>*SEE MEGS for costs</p>	Behavioral Support Program	Tier 2	Monitor	08/26/2019	06/05/2020	\$26500	High School At-Risk Counselor and High School Principal.
AP Fee Waiver - 31a	AP testing fee waiver would be applied to our HS at-risk students using 31a grant funds.	Academic Support Program, Career Preparation /Orientation	Tier 1	Implement	01/01/2020	06/05/2020	\$750	High School principal and counselors

District Improvement Plan

Kenowa Hills Public Schools

Instructional Coaching (K-12)	<p>Instructional Coaches will organize and implement Classroom Learning Labs (CLL) to support teachers professional development. Instructional Coaches will also support teachers with the Gradual Release of Responsibility Instructional Framework. The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. Like surgical theaters where doctors observe actual operations in progress to hone their techniques, the lab classroom provides an authentic opportunity for colleagues to see ideas in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving.</p> <p>Our instructional coaches also work collaboratively with teachers on an individual basis to improve Tier I instruction (GRR Model).</p> <p>In addition, the elementary coaches will collaborate with our K-3 staff to keep a focus on our goal of having all students reading at level by grade 3. The coaches will coach teachers with Tier I literacy interventions to help meet the needs of all students during Tier I instruction.</p> <p>*SEE MEGS for total costs</p>	Teacher Collaboration, Professional Learning, Technology, Curriculum Development	Tier 1	Monitor	08/26/2019	06/05/2020	\$74867	Instructional Coaches, Administrators and Teaching Staff
Middle School Behavior Interventionist - Section 31a	<p>The annual 31a needs assessment (for all students in the district) indicates a need for supplementary behavioral supports at the middle school. The middle school behavior interventionists will provide supplementary behavior interventions to students at the middle school who qualify for 31a services and require additional, supplementary behavioral supports. This staff member will utilize research-based behavior intervention strategies, including restorative justice techniques, in an effort to provide qualifying students with supplementary support.</p> <p>*SEE MEGS for costs</p>	Behavioral Support Program	Tier 2	Monitor	08/26/2019	06/05/2020	\$9750	Middle School Behavior Interventionist and Middle School Principal.

District Improvement Plan

Kenowa Hills Public Schools

Tier II College and Career Pathways 31a	<p>College and Career Pathway Exploration for students needing additional support in these areas. The stand-alone vocational courses into which high school students with lower academic achievement were often channeled are becoming a thing of the past. Instead, programs that merge CTE, rigorous academic coursework, and career exploration opportunities, while creating clear pathways through high school, college, and beyond, are gaining momentum. High schools are moving away from the stand-alone vocational courses of the past, into which students with lower academic achievement or perceived potential were often channeled. Many educators are now calling for approaches that link career-technical education, rigorous academic coursework, and experiences that show students the relevance of education to their future, while teaching them the academic and employability skills they need to be successful in both college and career. Our Kenowa Hills Pathways High School has a goal to achieve success for all our students.</p> <p>SEE MEGS for Costs</p>	Teacher Collaboration, Academic Support Program, Career Preparation /Orientation, Technology	Tier 2	Monitor	08/26/2019	06/05/2020	\$65000	Pathways High School Principal and Staff
AP Testing Fees Waiver - 31a	AP Fee Waivers are available for at-risk students.	Academic Support Program	Tier 2	Implement	01/06/2020	05/29/2020	\$750	High School Counselors and AP Teaching Staff
High School At-Risk Counselor - Section 31a	<p>The annual KHPS Section 31a needs assessment (for all students in the district) indicates a need for supplementary social and emotional support at the high school level. A plethora of research suggests that when schools fail to meet students' social and emotional needs, it restricts their access to the intended curriculum.</p> <p>The high school at-risk counselor will work with the population of students identified via the needs assessment who require supplemental social and emotional support. This counselor will not be involved in the traditional counseling duties (such as scheduling, college preparations, testing support). Instead, this employee will exclusively provide support above and beyond the supports that are already being provided by the general fund counselors. At-risk students serviced will include the McKinney Vento students.</p> <p>*SEE MEGS for costs</p>	Behavioral Support Program, Career Preparation /Orientation	Tier 2	Monitor	08/26/2019	06/05/2020	\$26500	High School At-Risk Counselor and High School Principal

District Improvement Plan

Kenowa Hills Public Schools

KSSN Community School Support - Section 31a	<p>Kent School Services Network (KSSN) brings health and human services into the school building to serve students and families. This idea is called a "community school."</p> <p>Placing services at school removes many barriers that families have, and helps keep students in class. When students are in class, they can keep learning and achieving.</p> <p>The goals of KSSN Staff:</p> <ul style="list-style-type: none">•Increase student achievement•Lower student absences•Improve coordination of services•Deliver health and human services as they are needed <p>SEE MEGS for Cost</p>	Community Engagement, Teacher Collaboration, Behavioral Support Program, Parent Involvement, Academic Support Program	Tier 2	Monitor	08/26/2019	06/05/2020	\$4500	Building Staff, KSSN Staff and Building Principal
---	---	---	--------	---------	------------	------------	--------	---

District Improvement Plan

Kenowa Hills Public Schools

Tier II Academic Intervention Specialists - Section 31a	<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTS. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>This Tier II intervention includes Middle School classes provided by Math and ELA teachers giving Tier II math and ELA support. There will also be a class at the Middle School focusing on Habits of Mind. The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.</p> <p>At the elementary level, our physical education, music, art and Spanish teachers will be trained by our instructional coaches to work with K-3 reading interventions with students when they are not teaching their specialist class.</p> <p>SEE MEGS for Funding</p>	Academic Support Program	Tier 2	Monitor	08/26/2019	06/05/2020	\$1625	K-12 Section 31a Academic Intervention Specialists, building Principals, and Director of Curriculum and Instruction
---	--	--------------------------	--------	---------	------------	------------	--------	---

District Improvement Plan

Kenowa Hills Public Schools

High School Credit Recovery - Section 31a	<p>The annual KHPS Section 31a needs analysis revealed a significant number of students failing courses at the high school level. Supplemental support is needed to provide these students with an immediate, credit-recovering academic intervention. This supplemental program is a necessity in keeping students on a pathway toward on-time graduation and moreover, earning a high school diploma.</p> <p>*SEE MEGS for total costs</p>	Academic Support Program, Technology	Tier 2	Monitor	08/26/2019	06/05/2020	\$26250	Credit Recovery Coordinator and High School Principal
Secondary Extended Year - 31a	<p>Extended year opportunities are offered to students as a part of our journey to become a competency-based school system. This extended year time gives students more time to master important concepts needed for the next year's work or for future college and career readiness. The extended year runs for 2 weeks after school is dismissed.</p>	Academic Support Program, Career Preparation /Orientation, Technology, Direct Instruction	Tier 2	Implement	06/08/2020	06/19/2020	\$6000	Secondary Principals and Staff
Tier II College and Career Pathways - 31a	<p>College and Career Pathway Exploration for students needing additional support in these areas. The stand-alone vocational courses into which high school students with lower academic achievement were often channeled are becoming a thing of the past. Instead, programs that merge CTE, rigorous academic coursework, and career exploration opportunities, while creating clear pathways through high school, college, and beyond, are gaining momentum. High schools are moving away from the stand-alone vocational courses of the past, into which students with lower academic achievement or perceived potential were often channeled. Many educators are now calling for approaches that link career-technical education, rigorous academic coursework, and experiences that show students the relevance of education to their future, while teaching them the academic and employability skills they need to be successful in both college and career. Our Kenowa Hills Pathways High School has a goal to achieve success for all our students.</p>	Academic Support Program, Career Preparation /Orientation, Technology	Tier 2	Monitor	08/26/2019	06/05/2020	\$65000	Pathways High School Principal and Staff

District Improvement Plan

Kenowa Hills Public Schools

Tier II College and Career Pathways - 31a	<p>College and Career Pathway Exploration for students needing additional support in these areas. The stand-alone vocational courses into which high school students with lower academic achievement were often channeled are becoming a thing of the past. Instead, programs that merge CTE, rigorous academic coursework, and career exploration opportunities, while creating clear pathways through high school, college, and beyond, are gaining momentum. High schools are moving away from the stand-alone vocational courses of the past, into which students with lower academic achievement or perceived potential were often channeled. Many educators are now calling for approaches that link career-technical education, rigorous academic coursework, and experiences that show students the relevance of education to their future, while teaching them the academic and employability skills they need to be successful in both college and career. Our Kenowa Hills Pathways High School has a goal to achieve success for all our students.</p> <p>SEE MEGS for Costs</p>	Academic Support Program, Career Preparation /Orientation , Technology	Tier 2	Implement	08/26/2019	06/05/2020	\$65000	Pathways High School Principal and Staff
---	--	--	--------	-----------	------------	------------	---------	--

District Improvement Plan

Kenowa Hills Public Schools

Tier II Academic Intervention Specialists - Section 31a	<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTS. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>This Tier II intervention includes Middle School classes provided by Math and ELA teachers giving Tier II math and ELA support. There will also be a class at the Middle School focusing on Habits of Mind. The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.</p> <p>At the elementary level, our physical education, music, art and Spanish teachers will be trained by our instructional coaches to work with K-3 reading interventions with students when they are not teaching their specialist class.</p> <p>SEE MEGS for Funding</p>	Teacher Collaboration, Academic Support Program, Technology, Direct Instruction	Tier 2	Monitor	08/26/2019	06/05/2020	\$1625	Academic Interventionists, Middle School Principal, Curriculum Director, Elementary Specialist Teachers
---	--	---	--------	---------	------------	------------	--------	---

District Improvement Plan

Kenowa Hills Public Schools

Middle School Behavior Interventionist - Section 31a	<p>The annual 31a needs assessment (for all students in the district) indicates a need for supplementary behavioral supports at the middle school. The middle school behavior interventionists will provide supplementary behavior interventions to students at the middle school who qualify for 31a services and require additional, supplementary behavioral supports. This staff member will utilize research-based behavior intervention strategies, including restorative justice techniques, in an effort to provide qualifying students with supplementary support.</p> <p>*SEE MEGS for costs</p>	Teacher Collaboration, Behavioral Support Program	Tier 2	Monitor	08/26/2019	06/05/2020	\$9750	Middle School Behavior Interventionist and Middle School Principal
Extended Day Learning Opportunities - Section 31a	<p>Students have extended day learning activities to attend which aligns with our move to a competency-based personalized learning system of education where time is the variable and learning is the constant. The elementary buildings host after school tutoring 2-3 days a week with transportation provided. All teachers are highly qualified staff. Students work on standards not yet mastered during the regular school day. There is an emphasis on reading and math during tutoring hours.</p> <p>The Middle School is doing what is called a 7th hour after school learning opportunity. The after school learning time is staffed by certified teaching staff and transportation for students is provided. Students work on mastering core curriculum standards that were not yet mastered during the school year.</p> <p>SEE MEGS for funding.</p>	Teacher Collaboration, Academic Support Program, Technology, Direct Instruction	Tier 2	Monitor	09/09/2019	06/05/2020	\$5500	Certified Teaching Staff and Administrators
AP Testing Fees Waiver - 31a	At-Risk students will be able to get their AP testing fees waived.	Academic Support Program, Career Preparation /Orientation	Tier 1	Implement	01/07/2020	05/29/2020	\$750	High School Principal and staff

District Improvement Plan

Kenowa Hills Public Schools

High School At-Risk Counselor - Section 31a	<p>The annual KHPS Section 31a needs assessment (for all students in the district) indicates a need for supplementary social and emotional support at the high school level. A plethora of research suggests that when schools fail to meet students' social and emotional needs, it restricts their access to the intended curriculum.</p> <p>The high school at-risk counselor will work with the population of students identified via the needs assessment who require supplemental social and emotional support. This counselor will not be involved in the traditional counseling duties (such as scheduling, college preparations, testing support). Instead, this employee will exclusively provide support above and beyond the supports that are already being provided by the general fund counselors. At-risk students serviced will include the McKinney Vento students.</p> <p>*SEE MEGS for costs</p>	Behavioral Support Program, Academic Support Program, Career Preparation /Orientation	Tier 2	Monitor	08/26/2019	06/05/2020	\$26500	High School At-Risk Counselor and High School Principal
KSSN Community School Support - Section 31a	<p>Kent School Services Network (KSSN) brings health and human services into the school building to serve students and families. This idea is called a "community school."</p> <p>Placing services at school removes many barriers that families have, and helps keep students in class. When students are in class, they can keep learning and achieving.</p> <p>The goals of KSSN Staff:</p> <ul style="list-style-type: none"> •Increase student achievement •Lower student absences •Improve coordination of services •Deliver health and human services as they are needed <p>SEE MEGS for Cost</p>	Community Engagement, Behavioral Support Program, Parent Involvement, Academic Support Program	Tier 2	Monitor	08/26/2019	06/05/2020	\$4500	KSSN Staff and Teachers

District Improvement Plan

Kenowa Hills Public Schools

Middle School Behavior Interventionist - Section 31a	<p>The annual 31a needs assessment (for all students in the district) indicates a need for supplementary behavioral supports at the middle school. The middle school behavior interventionists will provide supplementary behavior interventions to students at the middle school who qualify for 31a services and require additional, supplementary behavioral supports. This staff member will utilize research-based behavior intervention strategies, including restorative justice techniques, in an effort to provide qualifying students with supplementary support.</p> <p>*SEE MEGS for costs</p>	Teacher Collaboration, Behavioral Support Program, Technology	Tier 2	Monitor	08/26/2019	06/05/2020	\$9750	Middle School Behavior Interventionist and Middle School Principal
Tier II College and Career Pathways - 31a	<p>College and Career Pathway Exploration for students needing additional support in these areas. The stand-alone vocational courses into which high school students with lower academic achievement were often channeled are becoming a thing of the past. Instead, programs that merge CTE, rigorous academic coursework, and career exploration opportunities, while creating clear pathways through high school, college, and beyond, are gaining momentum. High schools are moving away from the stand-alone vocational courses of the past, into which students with lower academic achievement or perceived potential were often channeled. Many educators are now calling for approaches that link career-technical education, rigorous academic coursework, and experiences that show students the relevance of education to their future, while teaching them the academic and employability skills they need to be successful in both college and career. Our Kenowa Hills Pathways High School has a goal to achieve success for all our students.</p> <p>SEE MEGS for Cost</p>	Academic Support Program, Career Preparation /Orientation, Technology	Tier 2	Monitor	08/26/2019	06/05/2020	\$65000	Pathways Principal and staff

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Communities (PLC's)	Kenowa Hills will continue to promote and support the PLC model of collaboration and professional growth. Four guiding questions will guide KHPS PLC teams: 1) what curriculum do we want students to know; 2) how will we know when they have learned it; 3) how will we respond when students do not learn the intended curriculum; and 4) how will we respond when students already know the intended curriculum. KHPS will provide monthly PLC time through an early student dismissal process. PLC teams are organized by grade level at the elementary level and department at the secondary level	Teacher Collaboration, Professional Learning, Technology, Curriculum Development, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	All KHPS Certified and Administrative Staff
Gradual Release of Responsibility Instructional Model Implementation and Professional Development	Our district vision is aligned with the Marzano High Reliability Schools Framework. The framework speaks to the need to have a research-based instructional model as an essential element of Level 2: Effective Teaching in Every Classroom. In 2019-20 our teachers will continue to receive professional development from our instructional coaches surrounding our district instructional model, Gradual Release of Responsibility (GRR). The 2019-20 goal is to have 100% of staff implementing highly effective collaborative learning activities in their classrooms. Teacher evaluations will continue to be based on teachers showing growth in the area of implementing the GRR instructional model. Staff professional development will involve "Classroom Learning Labs", Instructional Coaching, and Professional Learning Community times. Highly effective collaborative learning leads to higher order thinking skills which are essential for students to be college and career ready.	Professional Learning, Technology, Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$0	All K-12 Instructional and Administrative Staff

District Improvement Plan

Kenowa Hills Public Schools

Learning Management System (LMS) Professional Development and Implementation	In 2018-19 we had a group of 40 teacher implementing a new LMS called Canvas by Instructure. The early implementation team used Canvas throughout 2018-19 and provided feedback on areas of improvement and needs for future training. In August of 2019 the entire K-12 staff will receive training related to using Canvas as their new LMS. Canvas will support our teachers in personalizing learning for all students. This LMS will help support Marzano's High Reliability Schools Level 4: Standards-referenced reporting along with helping teachers personalize instruction for Level 5: Competency-based Education.	Parent Involvement, Professional Learning, Technology, Curriculum Development	Tier 1	Implement	08/26/2019	06/05/2020	\$7000	All K-12 Instructional and Administrative Staff
K-12 Essential Standards Leadership Teams	In 2018-19, teams of teachers representing PreK-12 classes went through a protocol with our competency-based education coach to determine essential standards for the core subject areas. Substitutes replace teachers so they are able to meet in K-12 curriculum teams to determine and align essential standards. In 2019-20, our elective course teachers will use the same protocol with our competency-based coach to define essential standards for their classes. All essential standards will be defined by June 2020. The next step in the work will be to create competencies for each grade and course.	Teacher Collaboration, Policy and Process, Technology, Curriculum Development	Tier 1	Evaluate	08/26/2019	06/05/2020	\$1000	Administrators, Coaches, Building School Improvement Chairs, Elementary Grade Level Chairs, Secondary Department Chairs
Gradual Release of Responsibility (GRR) Instructional Model Professional Development	Our district vision is aligned with the Marzano High Reliability Schools Framework. The framework speaks to the need to have a research-based instructional model as an essential element of Level 2: Effective Teaching in Every Classroom. In 2019-20 our teachers will continue to receive professional development from our instructional coaches surrounding our district instructional model, Gradual Release of Responsibility (GRR). The 2019-20 goal is to have 100% of staff implementing highly effective collaborative learning activities in their classrooms. Teacher evaluations will continue to be based on teachers showing growth in the area of implementing the GRR instructional model. Staff professional development will involve "Classroom Learning Labs", Instructional Coaching, and Professional Learning Community times. Highly effective collaborative learning leads to higher order thinking skills which are essential for students to be college and career ready.	Teacher Collaboration, Professional Learning, Career Preparation /Orientation, Technology, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	All K-12 Instructional and Administrative Staff

District Improvement Plan

Kenowa Hills Public Schools

Learning Management System (LMS) Professional Development and Implementation	In 2018-19 we had a group of 40 teacher implementing a new LMS called Canvas by Instructure. The early implementation team used Canvas throughout 2018-19 and provided feedback on areas of improvement and needs for future training. In August of 2019 the entire K-12 staff will receive training related to using Canvas as their new LMS. Canvas will support our teachers in personalizing learning for all students. This LMS will help support Marzano's High Reliability Schools Level 4: Standards-referenced reporting along with helping teachers personalize instruction for Level 5: Competency-based Education.	Parent Involvement, Professional Learning, Technology, Curriculum Development	Tier 1	Implement	08/26/2019	06/01/2020	\$7000	All K-12 Instructional and Administrative Staff.
Professional Learning Communities (PLC's)	Kenowa Hills will continue to promote and support the Professional Learning Community model of collaboration and professional growth. Four guiding questions will guide KHPS PLC teams: 1) what curriculum do we want students to know; 2) how will we know when they have learned it; 3) how will we respond when students do not learn the intended curriculum; and 4) how will we respond when students already know the intended curriculum. Teacher collaboration around data is essential to student achievement. KHPS will provide regular PLC time through an early student dismissal process. PLC teams are organized by grade level at the elementary level and department at the secondary level. The PLCs focus on data, curriculum standards and assessments	Teacher Collaboration, Professional Learning, Technology, Curriculum Development	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	All KHPS Certified and Administrative Staff
K-12 Essential Standards Leadership Teams	In 2018-19, teams of teachers representing PreK-12 classes went through a protocol with our competency-based education coach to determine essential standards for the core subject areas. Substitutes replace teachers so they are able to meet in K-12 curriculum teams to determine and align essential standards. In 2019-20, our elective course teachers will use the same protocol with our competency-based coach to define essential standards for their classes. All essential standards will be defined by June 2020. The next step in the work will be to create competencies for each grade and course.	Teacher Collaboration, Policy and Process, Technology, Curriculum Development, Materials, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$1000	K-12 Teachers and Administrators

District Improvement Plan

Kenowa Hills Public Schools

Professional Learning Communities (PLC's)	Kenowa Hills will continue to promote and support the Professional Learning Community model of collaboration and professional growth. Four guiding questions will guide KHPS PLC teams: 1) what curriculum do we want students to know; 2) how will we know when they have learned it; 3) how will we respond when students do not learn the intended curriculum; and 4) how will we respond when students already know the intended curriculum. Teacher collaboration around data is essential to student achievement. KHPS will provide regular PLC time through an early student dismissal process. PLC teams are organized by grade level at the elementary level and department at the secondary level. The PLCs focus on data, curriculum standards and assessments	Teacher Collaboration, Professional Learning, Technology, Curriculum Development	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	All KHPS Certified and Administrative Staff
K-12 Essential Standards Leadership Teams	In 2018-19, teams of teachers representing PreK-12 classes went through a protocol with our competency-based education coach to determine essential standards for the core subject areas. Substitutes replace teachers so they are able to meet in K-12 curriculum teams to determine and align essential standards. In 2019-20, our elective course teachers will use the same protocol with our competency-based coach to define essential standards for their classes. All essential standards will be defined by June 2020. The next step in the work will be to create competencies for each grade and course.	Policy and Process, Technology, Curriculum Development	Tier 1	Evaluate	08/26/2019	06/05/2020	\$1000	K-12 Teachers and Administrators
Gradual Release of Responsibility (GRR) Instructional Model Professional Development and Implementation	Our district vision is aligned with the Marzano High Reliability Schools Framework. The framework speaks to the need to have a research-based instructional model as an essential element of Level 2: Effective Teaching in Every Classroom. In 2019-20 our teachers will continue to receive professional development from our instructional coaches surrounding our district instructional model, Gradual Release of Responsibility (GRR). The 2019-20 goal is to have 100% of staff implementing highly effective collaborative learning activities in their classrooms. Teacher evaluations will continue to be based on teachers showing growth in the area of implementing the GRR instructional model. Staff professional development will involve "Classroom Learning Labs", Instructional Coaching, and Professional Learning Community times. Highly effective collaborative learning leads to higher order thinking skills which are essential for students to be college and career ready.	Professional Learning, Technology, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	All K-12 Instructional and Administrative Staff

District Improvement Plan

Kenowa Hills Public Schools

Learning Management System (LMS) Professional Development and Implementation	In 2018-19 we had a group of 40 teacher implementing a new LMS called Canvas by Instructure. The early implementation team used Canvas throughout 2018-19 and provided feedback on areas of improvement and needs for future training. In August of 2019 the entire K-12 staff will receive training related to using Canvas as their new LMS. Canvas will support our teachers in personalizing learning for all students. This LMS will help support Marzano's High Reliability Schools Level 4: Standards-referenced reporting along with helping teachers personalize instruction for Level 5: Competency-based Education.	Professional Learning, Technology, Curriculum Development	Tier 1	Implement	08/26/2019	06/05/2020	\$7000	All K-12 Instructional and Administrative Staff
Professional Learning Communities (PLC's)	Kenowa Hills will continue to promote and support the Professional Learning Community model of collaboration and professional growth. Four guiding questions will guide KHPS PLC teams: 1) what curriculum do we want students to know; 2) how will we know when they have learned it; 3) how will we respond when students do not learn the intended curriculum; and 4) how will we respond when students already know the intended curriculum. Teacher collaboration around data is essential to student achievement. KHPS will provide regular PLC time through an early student dismissal process. PLC teams are organized by grade level at the elementary level and department at the secondary level. The PLCs focus on data, curriculum standards and assessments	Teacher Collaboration, Professional Learning, Technology	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	All KHPS Certified and Administrative Staff
K-12 Essential Standards Leadership Teams	In 2018-19, teams of teachers representing PreK-12 classes went through a protocol with our competency-based education coach to determine essential standards for the core subject areas. Substitutes replace teachers so they are able to meet in K-12 curriculum teams to determine and align essential standards. In 2019-20, our elective course teachers will use the same protocol with our competency-based coach to define essential standards for their classes. All essential standards will be defined by June 2020. The next step in the work will be to create competencies for each grade and course.	Policy and Process, Technology, Curriculum Development	Tier 1	Evaluate	08/26/2019	06/05/2020	\$1000	K-12 Teachers and Administrators

District Improvement Plan

Kenowa Hills Public Schools

English Learner Supplemental Support - Title III	<p>Our Title III program resources will be utilized to deliver supplemental classroom support to our English Learner students. Student achievement data (CNA) suggests significant achievement gaps exist with our EL students. The intent of this activity is to provide targeted, research based, supplemental support and services to our EL students. This will be accomplished by:</p> <ul style="list-style-type: none">-Contracted certified EL staff to provide direct service to qualifying EL students. At the elementary level, this service will be provided by a combination of pull out and push in support. At the secondary level, this service will be provided through a designated course students are enrolled in as well as time set aside for intervention.-A part-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) will work with English Learners in the classroom at the secondary level (time is split between the high school and middle school based on student need).-A full-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) will work with English Learners in the classroom at the elementary level.-Professional development for EL staff related to best practices for EL students.-Materials needed to enhance instruction.-Parent nights to provide parents with information on how to assist their child's learning and connect our EL families to other resources in the community. <p>*SEE MEGS for total cost</p>	Academic Support Program	Tier 2	Implement	08/26/2019	06/05/2020	\$3281	English Learner Staff and Title III Coordinator
--	--	--------------------------	--------	-----------	------------	------------	--------	---

District Improvement Plan

Kenowa Hills Public Schools

Migrant Student Supplementary Support - Title I Part C	<p>Student achievement data (CNA) suggests gaps exist for our migrant students in the core content areas of the curriculum. Therefore, the intent of this activity its to provide support and supplemental resources necessary to allow acceleration of student achievement for our migrant students. This activity supports the needs and urgency in providing a guaranteed and viable curriculum for all students. Supplemental supports are as follows:</p> <ul style="list-style-type: none">-Contracted certified EL staff to provide direct service to migrant students. At the elementary level, this service will be provided by a combination of pull out and push in support. At the secondary level, this service will be provided through a designated course students are enrolled in as well as time set aside for intervention.-A part-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) to work with migrant students in the classroom at the secondary level (time is split between the high school and middle school based on student need).-A full-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) to work with English Learners in the classroom at the elementary level.-Additional certified staff contracted through a substitute agency to help serve the diverse needs of our migrant students. The FTE of staff will vary based on funding and the number of migrant students returning in the fall.-Additional paraprofessional staff contracted through a substitute agency to help serve the diverse needs of our migrant students. The FTE of staff will vary based on funding and the number of migrant students returning in the fall.-A part-time administrative assistant to the EL program to assist with data entry and progress monitoring.-Professional development for EL staff related to best practices for EL students.-Academic materials to enhance instruction. <p>*SEE MEGS for total costs</p>	Academic Support Program	Tier 2	Implement	08/26/2019	06/05/2020	\$17290	Title I Part C Staff and Program Coordinator
--	--	--------------------------------	--------	-----------	------------	------------	---------	---

District Improvement Plan

Kenowa Hills Public Schools

Gradual Release of Responsibility (GRR) Instructional Model Implementation	Our district vision is aligned with the Marzano High Reliability Schools Framework. The framework speaks to the need to have a research-based instructional model as an essential element of Level 2: Effective Teaching in Every Classroom. In 2019-20 our teachers will continue to receive professional development from our instructional coaches surrounding our district instructional model, Gradual Release of Responsibility (GRR). The 2019-20 goal is to have 100% of staff implementing highly effective collaborative learning activities in their classrooms. Teacher evaluations will continue to be based on teachers showing growth in the area of implementing the GRR instructional model. Staff professional development will involve "Classroom Learning Labs", Instructional Coaching, and Professional Learning Community times. Highly effective collaborative learning leads to higher order thinking skills which are essential for students to be college and career ready.	Professional Learning, Technology, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	All K-12 Instructional and Administrative Staff
Learning Management System (LMS) Professional Development and Implementation	In 2018-19 we had a group of 40 teachers implementing a new LMS called Canvas by Instructure. The early implementation team used Canvas throughout 2018-19 and provided feedback on areas of improvement and needs for future training. In August of 2019 the entire K-12 staff will receive training related to using Canvas as their new LMS. Canvas will support our teachers in personalizing learning for all students. This LMS will help support Marzano's High Reliability Schools Level 4: Standards-referenced reporting along with helping teachers personalize instruction for Level 5: Competency-based Education.	Professional Learning, Technology, Curriculum Development	Tier 1	Implement	08/26/2019	06/05/2020	\$7000	All K-12 Instructional and Administrative Staff.

District Improvement Plan

Kenowa Hills Public Schools

Instructional Coaching (K-12)	<p>Instructional Coaches will organize and implement Classroom Learning Labs (CLL) to support teachers professional development. Instructional Coaches will also support teachers with the Gradual Release of Responsibility Instructional Framework. The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. Like surgical theaters where doctors observe actual operations in progress to hone their techniques, the lab classroom provides an authentic opportunity for colleagues to see ideas in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving.</p> <p>Our instructional coaches also work collaboratively with teachers on an individual basis to improve Tier I instruction (GRR Model).</p> <p>In addition, the elementary coaches will collaborate with our K-3 staff to keep a focus on our goal of having all students reading at level by grade 3. The coaches will coach teachers with Tier I literacy interventions to help meet the needs of all students during Tier I instruction.</p> <p>*SEE MEGS for total costs</p>	Professional Learning, Technology, Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$117921	Instructional Coaches, Teaching Staff and Administrators
McKinney Vento Supports and Services - Title I Part A	<p>Our district has reserved money from our Title I Part A allocation for students qualifying for McKinney Vento Services. McKinney Vento student needs include school of origin transportation, clothing, food, school fees, school and personal supplies, counseling if needed, Title I services if needed, and tutoring and/or summer school if needed so students have everything they need to be successful in school.</p> <p>*SEE MEGS for total cost</p>	Other, Academic Support Program, Materials	Tier 1	Implement	08/26/2019	06/05/2020	\$4922	McKinney Vento Building and District Liaisons and Teaching Staff

District Improvement Plan

Kenowa Hills Public Schools

Parent and Family Engagement - Title I Part A	<p>Parent and family engagement at KHPS is a high priority. Parent and family engagement activities include: KHPS website, newsletters, school messenger, facilities study teams, district and school improvement teams, PTOs, Band Boosters, EL family nights, open houses, curriculum nights, parent/teacher conferences, Watch Dog programs at K-8 buildings, Reading Literacy Nights, board meetings, and internet based curriculum to use at home with students. Specific parent involvement activities for our Migrant and EL students are:</p> <ul style="list-style-type: none"> -At least two parent nights will be held during the school year. At these meetings, essential ELA and math curriculum components will be shared with families. In addition, parents will be given strategies to assist in developing their child's reading, writing, speaking and math skills at home. -A variety of important school information and parent tips will be shared in order to assist parents in preparing their child for school and specific events. <p>*SEE MEGS for total cost</p>	Parent Involvement	Tier 1	Implement	08/26/2019	06/05/2020	\$1278	Instructional Staff and Administrators
KnowledgeWorks Personalized Learning Instructional Coaching and Professional Development - Title II Part A	<p>Coaching and professional development services facilitate our continued implementation of a personalized learning system of education. KnowledgeWorks Coaching services will include:</p> <ol style="list-style-type: none"> 1) Professional development for Kenowa Hills Instructional Coaches surrounding personalized learning, 2) Strategic planning with the district improvement and school improvement teams. 3) Building and district level analyses and reports surrounding personalized learning implementation; including strengths and areas for continued growth. 4) Professional development for Kenowa Hills teacher leadership teams surrounding personalized learning and the continuous cycle of strategic planning. <p>Each building and the district have created Personal Mastery Action Plans addressing the 5 levels of Marzano's High Reliability Schools. Personal Mastery Coaching is Level 5 in Marzano's Hierarchy of High Reliability Schools Framework.</p>	Teacher Collaboration, Parent Involvement, Policy and Process, Professional Learning, Technology, Curriculum Development, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$2700	Personal Mastery Coach, PreK-12 Teaching Staff, and Administrators

District Improvement Plan

Kenowa Hills Public Schools

Classroom Learning Labs - Title II Part A	The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. The lab classroom provides an authentic opportunity for colleagues to see highly effective instruction in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving. In 2019-20 the focus of classroom learning labs will be examples of personal mastery in the classroom. This also includes school climate, our instructional model, focus on essential standards and assessments, which are all part of our buildings personal mastery action plans.	Teacher Collaboration, Professional Learning, Technology, Curriculum Development, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$1250	Grades PreK-12 Teaching Staff, Kent ISD Staff and Administrators
KnowledgeWorks Personalized Learning Instructional Coaching and Professional Development - Title II Part A	Coaching and professional development services facilitate our continued implementation of a personalized learning system of education. KnowledgeWorks Coaching services will include: 1) Professional development for Kenowa Hills Instructional Coaches surrounding personalized learning, 2) Strategic planning with the district improvement and school improvement teams. 3) Building and district level analyses and reports surrounding personalized learning implementation; including strengths and areas for continued growth. 4) Professional development for Kenowa Hills teacher leadership teams surrounding personalized learning and the continuous cycle of strategic planning. Each building and the district have created Personal Mastery Action Plans addressing the 5 levels of Marzano's High Reliability Schools. Personal Mastery Coaching is Level 5 in Marzano's Hierarchy of High Reliability Schools Framework.	Teacher Collaboration, Parent Involvement, Policy and Process, Professional Learning, Technology, Curriculum Development, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$2700	Personalized Learning Coach, PreK-12 Teaching Staff and Administrators

District Improvement Plan

Kenowa Hills Public Schools

KnowledgeWorks Personalized Learning Instructional Coaching and Professional Development- Title II Part A	Coaching and professional development services facilitate our continued implementation of a personalized learning system of education. KnowledgeWorks Coaching services will include: 1)Professional development for Kenowa Hills Instructional Coaches surrounding personalized learning, 2) Strategic planning with the district improvement and school improvement teams. 3) Building and district level analyses and reports surrounding personalized learning implementation; including strengths and areas for continued growth. 4) Professional development for Kenowa Hills teacher leadership teams surrounding personalized learning and the continuous cycle of strategic planning. Each building and the district have created Personal Mastery Action Plans addressing the 5 levels of Marzano's High Reliability Schools. Personal Mastery Coaching is Level 5 in Marzano's Hierarchy of High Reliability Schools Framework.	Teacher Collaboration, Parent Involvement, Policy and Process, Professional Learning, Technology, Curriculum Development, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$2700	Personalized Learning Coach, PreK-12 Teaching Staff and Administrators
KnowledgeWorks Personalized Learning Instructional Coaching and Professional Development - Title II Part A	Coaching and professional development services facilitate our continued implementation of a personalized learning system of education. KnowledgeWorks Coaching services will include: 1)Professional development for Kenowa Hills Instructional Coaches surrounding personalized learning, 2) Strategic planning with the district improvement and school improvement teams. 3) Building and district level analyses and reports surrounding personalized learning implementation; including strengths and areas for continued growth. 4) Professional development for Kenowa Hills teacher leadership teams surrounding personalized learning and the continuous cycle of strategic planning. Each building and the district have created Personal Mastery Action Plans addressing the 5 levels of Marzano's High Reliability Schools. Personal Mastery Coaching is Level 5 in Marzano's Hierarchy of High Reliability Schools Framework.	Teacher Collaboration, Parent Involvement, Policy and Process, Professional Learning, Technology, Curriculum Development, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$2700	Personalized Learning Coach, PreK-12 Teaching Staff and Administrators

District Improvement Plan

Kenowa Hills Public Schools

Classroom Learning Labs	The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. The lab classroom provides an authentic opportunity for colleagues to see highly effective instruction in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving. In 2019-20 the focus of classroom learning labs will be examples of personal mastery in the classroom. This also includes school climate, our instructional model, focus on essential standards and assessments, which are all part of our buildings personal mastery action plans.	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$1250	Instructional Coaches, PreK-12 Teaching Staff and Administrators
Classroom Learning Labs - Title II Part A	The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. The lab classroom provides an authentic opportunity for colleagues to see highly effective instruction in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving. In 2019-20 the focus of classroom learning labs will be examples of personal mastery in the classroom. This also includes school climate, our instructional model, focus on essential standards and assessments, which are all part of our buildings personal mastery action plans.	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$1250	Instructional Coaches, PreK-12 Teaching Staff and Administrators

District Improvement Plan

Kenowa Hills Public Schools

Classroom Learning Labs - Title II Part A	The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. The lab classroom provides an authentic opportunity for colleagues to see highly effective instruction in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving. In 2019-20 the focus of classroom learning labs will be examples of personal mastery in the classroom. This also includes school climate, our instructional model, focus on essential standards and assessments, which are all part of our buildings personal mastery action plans.	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$1250	Instructional Coaches, PreK-12 Teaching Staff and Administrators
---	---	--	--------	---------	------------	------------	--------	--

District Improvement Plan

Kenowa Hills Public Schools

English Learner Supplemental Support - Title III	<p>Our Title III program resources will be utilized to deliver supplemental classroom support to our English Learner students. Student achievement data (CNA) suggests significant achievement gaps exist with our EL students. The intent of this activity is to provide targeted, research based, supplemental support and services to our EL students. This will be accomplished by:</p> <ul style="list-style-type: none">-Contracted certified EL staff to provide direct service to qualifying EL students. At the elementary level, this service will be provided by a combination of pull out and push in support. At the secondary level, this service will be provided through a designated course students are enrolled in as well as time set aside for intervention.-A part-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) will work with English Learners in the classroom at the secondary level (time is split between the high school and middle school based on student need).-A full-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) will work with English Learners in the classroom at the elementary level.-Professional development for EL staff related to best practices for EL students.-Materials needed to enhance instruction.-Parent nights to provide parents with information on how to assist their child's learning and connect our EL families to other resources in the community. <p>*SEE MEGS for total cost</p>	Teacher Collaboration, Behavioral Support Program, Parent Involvement, Academic Support Program, Technology	Tier 2	Monitor	08/26/2019	06/05/2020	\$3281	English Learner Staff and Title III Coordinator
--	--	---	--------	---------	------------	------------	--------	---

District Improvement Plan

Kenowa Hills Public Schools

Migrant Student Supplementary Support - Title I Part C	<p>Student achievement data (CNA) suggests gaps exist for our migrant students in the core content areas of the curriculum. Therefore, the intent of this activity its to provide support and supplemental resources necessary to allow acceleration of student achievement for our migrant students. This activity supports the needs and urgency in providing a guaranteed and viable curriculum for all students. Supplemental supports are as follows:</p> <ul style="list-style-type: none"> -Contracted certified EL staff to provide direct service to migrant students. At the elementary level, this service will be provided by a combination of pull out and push in support. At the secondary level, this service will be provided through a designated course students are enrolled in as well as time set aside for intervention. -A part-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) to work with migrant students in the classroom at the secondary level (time is split between the high school and middle school based on student need). -A full-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) to work with English Learners in the classroom at the elementary level. -Additional certified staff contracted through a substitute agency to help serve the diverse needs of our migrant students. The FTE of staff will vary based on funding and the number of migrant students returning in the fall. -Additional paraprofessional staff contracted through a substitute agency to help serve the diverse needs of our migrant students. The FTE of staff will vary based on funding and the number of migrant students returning in the fall. -A part-time administrative assistant to the EL program to assist with data entry and progress monitoring. -Professional development for EL staff related to best practices for EL students. -Academic materials to enhance instruction. <p>*SEE MEGS for total costs</p>	Behavioral Support Program, Parent Involvement, Academic Support Program, Supplemental Materials, Technology	Tier 2	Monitor	08/26/2019	06/05/2020	\$17290	Title I Part C staff and Program Coordinator
--	---	--	--------	---------	------------	------------	---------	---

District Improvement Plan

Kenowa Hills Public Schools

McKinney-Vento Supports and Services - Title I Part A	<p>Our district has reserved money from our Title I Part A allocation for students qualifying for McKinney Vento Services. McKinney Vento student needs include school of origin transportation, clothing, food, school fees, school and personal supplies, counseling if needed, Title I services if needed, and tutoring and/or summer school if needed so students have everything they need to be successful in school.</p> <p>*SEE MEGS for total cost</p>	Teacher Collaboration, Behavioral Support Program, Academic Support Program, Supplemental Materials, Technology	Tier 2	Monitor	08/26/2019	06/05/2020	\$4922	District and Building McKinney-Vento coordinators liaisons
Instructional Coaching (K-12)	<p>Instructional Coaches will organize and implement Classroom Learning Labs (CLL) to support teachers professional development. Instructional Coaches will also support teachers with the Gradual Release of Responsibility Instructional Framework. The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. Like surgical theaters where doctors observe actual operations in progress to hone their techniques, the lab classroom provides an authentic opportunity for colleagues to see ideas in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving.</p> <p>Our instructional coaches also work collaboratively with teachers on an individual basis to improve Tier I instruction (GRR Model).</p> <p>In addition, the elementary coaches will collaborate with our K-3 staff to keep a focus on our goal of having all students reading at level by grade 3. The coaches will coach teachers with Tier I literacy interventions to help meet the needs of all students during Tier I instruction.</p> <p>*SEE MEGS for total costs</p>	Teacher Collaboration, Academic Support Program, Supplemental Materials, Professional Learning, Technology, Curriculum Development, Direct Instruction	Tier 2	Monitor	08/26/2019	06/05/2020	\$117921	Instructional Coaches, Administrators and Teaching Staff

District Improvement Plan

Kenowa Hills Public Schools

Parent and Family Engagement - Title I Part A	Parent and family engagement at KHPS is a high priority. Parent and family engagement activities include: KHPS website, newsletters, school messenger, facilities study teams, district and school improvement teams, PTOs, Band Boosters, EL family nights, open houses, curriculum nights, parent/teacher conferences, Watch Dog programs at K-8 buildings, Reading Literacy Nights, board meetings, and internet based curriculum to use at home with students. Specific parent involvement activities for our Migrant and EL students are: -At least two parent nights will be held during the school year. At these meetings, essential ELA and math curriculum components will be shared with families. In addition, parents will be given strategies to assist in developing their child's reading, writing, speaking and math skills at home. -A variety of important school information and parent tips will be shared in order to assist parents in preparing their child for school and specific events. *SEE MEGS for total cost	Community Engagement, Teacher Collaboration, Parent Involvement, Policy and Process, Academic Support Program, Supplemental Materials, Technology, Materials	Tier 1	Monitor	08/26/2019	06/05/2020	\$1278	District Staff and Administrators
---	---	--	--------	---------	------------	------------	--------	-----------------------------------

District Improvement Plan

Kenowa Hills Public Schools

English Learner Supplemental Support - Title III	<p>Our Title III program resources will be utilized to deliver supplemental classroom support to our English Learner students. Student achievement data (CNA) suggests significant achievement gaps exist with our EL students. The intent of this activity is to provide targeted, research based, supplemental support and services to our EL students. This will be accomplished by:</p> <ul style="list-style-type: none">-Contracted certified EL staff to provide direct service to qualifying EL students. At the elementary level, this service will be provided by a combination of pull out and push in support. At the secondary level, this service will be provided through a designated course students are enrolled in as well as time set aside for intervention.-A part-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) will work with English Learners in the classroom at the secondary level (time is split between the high school and middle school based on student need).-A full-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) will work with English Learners in the classroom at the elementary level.-Professional development for EL staff related to best practices for EL students.-Materials needed to enhance instruction.-Parent nights to provide parents with information on how to assist their child's learning and connect our EL families to other resources in the community. <p>*SEE MEGS for total cost</p>	Teacher Collaboration, Parent Involvement, Academic Support Program, Technology	Tier 2		08/26/2019	06/05/2020	\$3281	English Learner Staff and Title III Coordinator
--	--	---	--------	--	------------	------------	--------	---

District Improvement Plan

Kenowa Hills Public Schools

Migrant Student Supplementary Support - Title I Part C	<p>Student achievement data (CNA) suggests gaps exist for our migrant students in the core content areas of the curriculum. Therefore, the intent of this activity its to provide support and supplemental resources necessary to allow acceleration of student achievement for our migrant students. This activity supports the needs and urgency in providing a guaranteed and viable curriculum for all students. Supplemental supports are as follows:</p> <ul style="list-style-type: none"> -Contracted certified EL staff to provide direct service to migrant students. At the elementary level, this service will be provided by a combination of pull out and push in support. At the secondary level, this service will be provided through a designated course students are enrolled in as well as time set aside for intervention. -A part-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) to work with migrant students in the classroom at the secondary level (time is split between the high school and middle school based on student need). -A full-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) to work with English Learners in the classroom at the elementary level. -Additional certified staff contracted through a substitute agency to help serve the diverse needs of our migrant students. The FTE of staff will vary based on funding and the number of migrant students returning in the fall. -Additional paraprofessional staff contracted through a substitute agency to help serve the diverse needs of our migrant students. The FTE of staff will vary based on funding and the number of migrant students returning in the fall. -A part-time administrative assistant to the EL program to assist with data entry and progress monitoring. -Professional development for EL staff related to best practices for EL students. -Academic materials to enhance instruction. <p>*SEE MEGS for total costs</p>	Teacher Collaborati on, Parent Involvement, Academic Support Program, Technology , Direct Instruction	Tier 2	Monitor	08/26/2019	06/05/2020	\$17290	Title I Part C staff and Program Coordinator
--	---	---	--------	---------	------------	------------	---------	--

District Improvement Plan

Kenowa Hills Public Schools

McKinney-Vento Supports and Services - Title I Part A	<p>Our district has reserved money from our Title I Part A allocation for students qualifying for McKinney Vento Services. McKinney Vento student needs include school of origin transportation, clothing, food, school fees, school and personal supplies, counseling if needed, Title I services if needed, and tutoring and/or summer school if needed so students have everything they need to be successful in school.</p> <p>*SEE MEGS for total cost</p>	Teacher Collaboration, Behavioral Support Program, Academic Support Program, Materials	Tier 2	Monitor	08/26/2019	06/05/2020	\$4922	District and Building McKinney-Vento Liaisons and Teaching Staff
Instructional Coaching (K-12)	<p>Instructional Coaches will organize and implement Classroom Learning Labs (CLL) to support teachers professional development. Instructional Coaches will also support teachers with the Gradual Release of Responsibility Instructional Framework. The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. Like surgical theaters where doctors observe actual operations in progress to hone their techniques, the lab classroom provides an authentic opportunity for colleagues to see ideas in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving.</p> <p>Our instructional coaches also work collaboratively with teachers on an individual basis to improve Tier I instruction (GRR Model).</p> <p>In addition, the elementary coaches will collaborate with our K-3 staff to keep a focus on our goal of having all students reading at level by grade 3. The coaches will coach teachers with Tier I literacy interventions to help meet the needs of all students during Tier I instruction.</p> <p>*SEE MEGS for total costs</p>	Teacher Collaboration, Academic Support Program, Professional Learning, Technology, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$117921	Instructional Coaches, Administrators and Teaching Staff

District Improvement Plan

Kenowa Hills Public Schools

Parent and Family Engagement - Title I Part A	Parent and family engagement at KHPS is a high priority. Parent and family engagement activities include: KHPS website, newsletters, school messenger, facilities study teams, district and school improvement teams, PTOs, Band Boosters, EL family nights, open houses, curriculum nights, parent/teacher conferences, Watch Dog programs at K-8 buildings, Reading Literacy Nights, board meetings, and internet based curriculum to use at home with students. Specific parent involvement activities for our Migrant and EL students are: -At least two parent nights will be held during the school year. At these meetings, essential ELA and math curriculum components will be shared with families. In addition, parents will be given strategies to assist in developing their child's reading, writing, speaking and math skills at home. -A variety of important school information and parent tips will be shared in order to assist parents in preparing their child for school and specific events. *SEE MEGS for total cost	Community Engagement, Teacher Collaboration, Parent Involvement, Supplemental Materials, Materials	Tier 1	Evaluate	08/26/2019	06/05/2020	\$1278	District Staff and Administrators
---	---	--	--------	----------	------------	------------	--------	-----------------------------------

District Improvement Plan

Kenowa Hills Public Schools

English Learner Supplemental Support - Title III	<p>Our Title III program resources will be utilized to deliver supplemental classroom support to our English Learner students. Student achievement data (CNA) suggests significant achievement gaps exist with our EL students. The intent of this activity is to provide targeted, research based, supplemental support and services to our EL students. This will be accomplished by:</p> <ul style="list-style-type: none">-Contracted certified EL staff to provide direct service to qualifying EL students. At the elementary level, this service will be provided by a combination of pull out and push in support. At the secondary level, this service will be provided through a designated course students are enrolled in as well as time set aside for intervention.-A part-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) will work with English Learners in the classroom at the secondary level (time is split between the high school and middle school based on student need).-A full-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) will work with English Learners in the classroom at the elementary level.-Professional development for EL staff related to best practices for EL students.-Materials needed to enhance instruction.-Parent nights to provide parents with information on how to assist their child's learning and connect our EL families to other resources in the community. <p>*SEE MEGS for total cost</p>	Teacher Collaboration, Parent Involvement, Academic Support Program, Technology, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$3281	English Learner Staff and Title III Coordinator
--	--	---	--------	---------	------------	------------	--------	---

District Improvement Plan

Kenowa Hills Public Schools

Migrant Student Supplementary Support - Title I Part C	<p>Student achievement data (CNA) suggests gaps exist for our migrant students in the core content areas of the curriculum. Therefore, the intent of this activity its to provide support and supplemental resources necessary to allow acceleration of student achievement for our migrant students. This activity supports the needs and urgency in providing a guaranteed and viable curriculum for all students. Supplemental supports are as follows:</p> <ul style="list-style-type: none"> -Contracted certified EL staff to provide direct service to migrant students. At the elementary level, this service will be provided by a combination of pull out and push in support. At the secondary level, this service will be provided through a designated course students are enrolled in as well as time set aside for intervention. -A part-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) to work with migrant students in the classroom at the secondary level (time is split between the high school and middle school based on student need). -A full-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) to work with English Learners in the classroom at the elementary level. -Additional certified staff contracted through a substitute agency to help serve the diverse needs of our migrant students. The FTE of staff will vary based on funding and the number of migrant students returning in the fall. -Additional paraprofessional staff contracted through a substitute agency to help serve the diverse needs of our migrant students. The FTE of staff will vary based on funding and the number of migrant students returning in the fall. -A part-time administrative assistant to the EL program to assist with data entry and progress monitoring. -Professional development for EL staff related to best practices for EL students. -Academic materials to enhance instruction. <p>*SEE MEGS for total costs</p>	Teacher Collaborati on, Behavioral Support Program, Parent Involvement, Academic Support Program, Technology , Direct Instruction	Tier 2	Monitor	08/26/2019	06/05/2020	\$17290	Title I Part C Staff and Program Coordinator
--	---	---	--------	---------	------------	------------	---------	--

District Improvement Plan

Kenowa Hills Public Schools

McKinney-Vento Supports and Services - Title I Part A	<p>Our district has reserved money from our Title I Part A allocation for students qualifying for McKinney Vento Services. McKinney Vento student needs include school of origin transportation, clothing, food, school fees, school and personal supplies, counseling if needed, Title I services if needed, and tutoring and/or summer school if needed so students have everything they need to be successful in school.</p> <p>*SEE MEGS for total cost</p>	Academic Support Program, Materials	Tier 1	Monitor	08/26/2019	06/05/2020	\$4922	District and Building McKinney-Vento Liaisons and Teaching Staff
Instructional Coaching (K-12)	<p>Instructional Coaches will organize and implement Classroom Learning Labs (CLL) to support teachers professional development. Instructional Coaches will also support teachers with the Gradual Release of Responsibility Instructional Framework. The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. Like surgical theaters where doctors observe actual operations in progress to hone their techniques, the lab classroom provides an authentic opportunity for colleagues to see ideas in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving.</p> <p>Our instructional coaches also work collaboratively with teachers on an individual basis to improve Tier I instruction (GRR Model).</p> <p>In addition, the elementary coaches will collaborate with our K-3 staff to keep a focus on our goal of having all students reading at level by grade 3. The coaches will coach teachers with Tier I literacy interventions to help meet the needs of all students during Tier I instruction.</p> <p>*SEE MEGS for total costs</p>	Teacher Collaboration, Professional Learning, Technology, Curriculum Development	Tier 1	Monitor	08/26/2019	06/05/2020	\$117921	Instructional Coaches, Administrators and Teaching Staff

District Improvement Plan

Kenowa Hills Public Schools

Parent and Family Engagement - Title I Part A	<p>Parent and family engagement at KHPS is a high priority. Parent and family engagement activities include: KHPS website, newsletters, school messenger, facilities study teams, district and school improvement teams, PTOs, Band Boosters, EL family nights, open houses, curriculum nights, parent/teacher conferences, Watch Dog programs at K-8 buildings, Reading Literacy Nights, board meetings, and internet based curriculum to use at home with students. Specific parent involvement activities for our Migrant and EL students are:</p> <ul style="list-style-type: none"> -At least two parent nights will be held during the school year. At these meetings, essential ELA and math curriculum components will be shared with families. In addition, parents will be given strategies to assist in developing their child's reading, writing, speaking and math skills at home. -A variety of important school information and parent tips will be shared in order to assist parents in preparing their child for school and specific events. <p>*SEE MEGS for total cost</p>	Community Engagement, Parent Involvement	Tier 1	Monitor	08/26/2019	06/05/2020	\$1278	District Staff and Administrators
Stakeholder Voice	<p>High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop). Each building administers surveys to parents, staff and students to honor Stakeholder Voice. Each building has a feedback loop associated with sharing the survey results. Stakeholder voice and choice is Level 5 in the Hierarchy of High Reliability Schools Research.</p>	Community Engagement, Teacher Collaboration, Parent Involvement, Policy and Process, Technology	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	All Kenowa Hills Staff and Administrators

District Improvement Plan

Kenowa Hills Public Schools

Stakeholder Voice	High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop). Each building administers surveys to parents, staff and students to honor Stakeholder Voice. Each building has a feedback loop associated with sharing the survey results. Stakeholder voice and choice is Level 5 in Marzano's Hierarchy of High Reliability Schools.	Community Engagement, Teacher Collaboration, Parent Involvement, Policy and Process, Technology	Tier 1	Implement	08/26/2019	06/05/2020	\$0	All Kenowa Hills Staff and Administrators
Stakeholder Voice	High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop). Each building administers surveys to parents, staff and students to honor Stakeholder Voice. Each building has a feedback loop associated with sharing the survey results. Stakeholder voice and choice is Level 5 in the Hierarchy of High Reliability Schools Research.	Community Engagement, Teacher Collaboration, Parent Involvement, Policy and Process, Technology	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	All Kenowa Hills Staff and Administrators

District Improvement Plan

Kenowa Hills Public Schools

Stakeholder Voice	High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop). Each building administers surveys to parents, staff and students to honor Stakeholder Voice. Each building has a feedback loop associated with sharing the survey results. Stakeholder voice and choice is Level 5 in the Hierarchy of High Reliability Schools Research.	Community Engagement, Teacher Collaboration, Parent Involvement, Policy and Process, Technology	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	All Kenowa Hills Staff and Administrators
Competency-Based Personalized Learning On-Site Coach	In 2018-19 we employed a competency-based on-site year round coach to help us take the next steps in becoming a competency-based system of education. The resident CBE specialist will work with administrators, staff, parents, and the CBE Consortium to help us plan for our implementation of personal mastery. 2018-19 goals were to define our KHPS essential standards for ELA, Math, Social Studies and Science. In 2019-20 we will continue this essential standards work with our elective courses. This activity falls under the Level 5 of the High Reliability Framework by Marzano Research. Defining essential standards is a prerequisite to writing competencies.	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$23750	Instructional Coaches, Personalized Learning Coach and Classroom Teachers
Competency-Based Personalized Learning On-Site Coach	In 2018-19 we employed a competency-based on-site year round coach to help us take the next steps in becoming a competency-based system of education. The resident CBE specialist will work with administrators, staff, parents, and the CBE Consortium to help us plan for our implementation of personal mastery. 2018-19 goals were to define our KHPS essential standards for ELA, Math, Social Studies and Science. In 2019-20 we will continue this essential standards work with our elective courses. This activity falls under the Level 5 of the High Reliability Framework by Marzano Research. Defining essential standards is a prerequisite to writing competencies.	Teacher Collaboration, Professional Learning, Technology, Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$23750	Personalized Learning Coach, Administrators, Teaching Staff

District Improvement Plan

Kenowa Hills Public Schools

Competency-Based Personalized Learning On-Site Coach	In 2018-19 we employed a competency-based on-site year round coach to help us take the next steps in becoming a competency-based system of education. The resident CBE specialist will work with administrators, staff, parents, and the CBE Consortium to help us plan for our implementation of personal mastery. 2018-19 goals were to define our KHPS essential standards for ELA, Math, Social Studies and Science. In 2019-20 we will continue this essential standards work with our elective courses. This activity falls under the Level 5 of the High Reliability Framework by Marzano Research. Defining essential standards is a prerequisite to writing competencies.	Teacher Collaboration, Professional Learning, Technology, Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$23750	Personalized Learning Coach, Instructional Coaches and Teaching Staff
Competency-Based Personalized Learning On-Site Coach	In 2018-19 we employed a competency-based on-site year round coach to help us take the next steps in becoming a competency-based system of education. The resident CBE specialist will work with administrators, staff, parents, and the CBE Consortium to help us plan for our implementation of personal mastery. 2018-19 goals were to define our KHPS essential standards for ELA, Math, Social Studies and Science. In 2019-20 we will continue this essential standards work with our elective courses. This activity falls under the Level 5 of the High Reliability Framework by Marzano Research. Defining essential standards is a prerequisite to writing competencies.	Teacher Collaboration, Professional Learning, Technology, Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$23750	Personalized Learning Coach, Administrators, Teaching Staff
K-12 Performance Assessment Team	KHPS started a Performance-Based Assessment Team of K-12 teacher leaders in 2018-19 to create performance assessments during professional development time with Jonathan Vander Els, a performance assessment expert. This assessment work is part of Level 3 of Marzano's High Reliability Schools Framework: Guaranteed and Viable Curriculum. Jonathan VanderEls will continue working with teams of teachers during the 2019-20 school year so that all staff will be trained in creating, administering and evaluating performance assessments written to assess essential standards.	Teacher Collaboration, Parent Involvement, Academic Support Program, Professional Learning, Career Preparation /Orientation, Technology, Curriculum Development, Direct Instruction	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$3750	Teacher leaders from K-12 and administrators

District Improvement Plan

Kenowa Hills Public Schools

Safe and Orderly Environment - Capturing Kids' Hearts - Title IIA	Capturing Kids' Hearts is an evidence-based program to provide strategy and training for all staff to achieve success in their classrooms. Capturing Kids' Hearts is an immersive, participatory experience. Teachers, staff, and administrators learn and practice skills including: How to build meaningful, productive relationships with every student, how to use the EXCEL Model of teaching to create a safe, effective environment for learning, how to develop self-managing, high-performing classrooms using team-building skills and a Social Contract, and high payoff techniques for dealing with conflict, negative behavior, and disrespect issues. This program is part of Level 1: Safe and Orderly Environment; Marzano's Hierarchy of High Reliability Schools. All KHPS staff will be involved in the Capturing Kids Hearts training in August 2019.	Behavioral Support Program	Tier 1	Implement	08/21/2019	06/05/2020	\$30525	All KHPS staff including bus drivers and paraprofessionals.
Safe and Orderly Environment - Capturing Kids' Hearts - Title IIA	Capturing Kids' Hearts is an evidence-based program to provide strategy and training for all KHPS staff. Capturing Kids' Hearts is an immersive, participatory experience. Teachers, staff, and administrators learn and practice skills including: How to build meaningful, productive relationships with every student, how to use the EXCEL Model of teaching to create a safe, effective environment for learning, how to develop self-managing, high-performing classrooms using team-building skills and a Social Contract, and high payoff techniques for dealing with conflict, negative behavior, and disrespect issues. This program is part of Level 1: Safe and Orderly Environment; Marzano's Hierarchy of High Reliability Schools. All KHPS staff will be involved in the Capturing Kids Hearts training in August 2019.	Behavioral Support Program	Tier 1	Implement	08/21/2019	06/05/2020	\$30525	Secondary teaching staff and principals

District Improvement Plan

Kenowa Hills Public Schools

Safe and Orderly Environment - Capturing Kids' Hearts - Title IIA	Capturing Kids' Hearts is an evidence-based program to provide strategy and training for all KHPS staff. Capturing Kids' Hearts is an immersive, participatory experience. Teachers, staff, and administrators learn and practice skills including: How to build meaningful, productive relationships with every student, how to use the EXCEL Model of teaching to create a safe, effective environment for learning, how to develop self-managing, high-performing classrooms using team-building skills and a Social Contract, and high payoff techniques for dealing with conflict, negative behavior, and disrespect issues. This program is part of Level 1: Safe and Orderly Environment; Marzano's Hierarchy of High Reliability Schools. All KHPS staff will be involved in the Capturing Kids Hearts training in August 2019.	Behavioral Support Program	Tier 1	Implement	08/21/2019	06/05/2020	\$30525	Secondary teaching staff and principals
Safe and Orderly Environment - Capturing Kids' Hearts - Title IIA	Capturing Kids' Hearts is an evidence-based program to provide strategy and training for all KHPS staff. Capturing Kids' Hearts is an immersive, participatory experience. Teachers, staff, and administrators learn and practice skills including: How to build meaningful, productive relationships with every student, how to use the EXCEL Model of teaching to create a safe, effective environment for learning, how to develop self-managing, high-performing classrooms using team-building skills and a Social Contract, and high payoff techniques for dealing with conflict, negative behavior, and disrespect issues. This program is part of Level 1: Safe and Orderly Environment; Marzano's Hierarchy of High Reliability Schools. All KHPS staff will be involved in the Capturing Kids Hearts training in August 2019.	Behavioral Support Program	Tier 1	Implement	08/21/2019	06/05/2020	\$30525	Secondary teaching staff and principals

District Improvement Plan

Kenowa Hills Public Schools

Data Collection and Evaluation - Data Doctor - Title IIA	Ewing and Associates contracted services and substitute teachers for trainings. Ewing and associates will provide Kenowa Hills Public Schools training, tools, and processes to maintain compliance with ESSA state and federal program expectations with a focus on improving student achievement in the schools and district. The framework for this work includes (1) determining the current status of compliance via focusing on the CNA, (2) potential next steps with building staff(s), (3) develop, revise and/or refinement of program implementation processes and supports, (4) follow-up guidance and support, and (5) utilizing process data and information to drive continuous improvement. Our CNA results show that principals need more professional development related to data evaluation.	Policy and Process, Academic Support Program, Professional Learning, Technology	Tier 1	Implement	09/09/2019	05/08/2020	\$1250	Principals, teacher leadership, curriculum director
Data Collection and Evaluation - Data Doctor - Title IIA	Ewing and Associates contracted services and substitute teachers for trainings. Ewing and associates will provide Kenowa Hills Public Schools training, tools, and processes to maintain compliance with ESSA state and federal program expectations with a focus on improving student achievement in the schools and district. The framework for this work includes (1) determining the current status of compliance via focusing on the CNA, (2) potential next steps with building staff(s), (3) develop, revise and/or refinement of program implementation processes and supports, (4) follow-up guidance and support, and (5) utilizing process data and information to drive continuous improvement.	Behavioral Support Program, Academic Support Program, Professional Learning, Technology	Tier 1	Implement	09/02/2019	05/08/2020	\$1250	Principals, lead teachers and curriculum director
Data Collection and Evaluation - Data Doctor - Title IIA	Ewing and Associates contracted services and substitute teachers for trainings. Ewing and associates will provide Kenowa Hills Public Schools training, tools, and processes to maintain compliance with ESSA state and federal program expectations with a focus on improving student achievement in the schools and district. The framework for this work includes (1) determining the current status of compliance via focusing on the CNA, (2) potential next steps with building staff(s), (3) develop, revise and/or refinement of program implementation processes and supports, (4) follow-up guidance and support, and (5) utilizing process data and information to drive continuous improvement.	Behavioral Support Program, Academic Support Program, Professional Learning, Technology	Tier 1	Implement	09/02/2019	05/08/2020	\$1250	Principals, lead teaching staff and curriculum director

District Improvement Plan

Kenowa Hills Public Schools

Data Collection and Evaluation - Data Doctor - Title IIA	Ewing and Associates contracted services and substitute teachers for trainings. Ewing and associates will provide Kenowa Hills Public Schools training, tools, and processes to maintain compliance with ESSA state and federal program expectations with a focus on improving student achievement in the schools and district. The framework for this work includes (1) determining the current status of compliance via focusing on the CNA, (2) potential next steps with building staff(s), (3) develop, revise and/or refinement of program implementation processes and supports, (4) follow-up guidance and support, and (5) utilizing process data and information to drive continuous improvement.	Behavioral Support Program, Academic Support Program, Professional Learning	Tier 1	Implement	09/09/2019	05/08/2020	\$1250	Principals, lead teachers and curriculum director
K-12 21st Century Report Card and Transcript Teams	In 2019-20 report card teams of teacher leaders and administrators will be created to review our KHPS reporting process and transcripts. There will be a grades K-5 team and a grades 6-12 team. These teams will be working on the High Reliability Schools Framework Level 5: Competency-Based Education. The goal of the teams will to create a transparent reporting system for all stakeholders that focuses on what academic standards a student has mastered along with career ready skills being reported separately.	Community Engagement, Policy and Process, Academic Support Program, Technology	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$500	Teacher leaders and administrators
K-12 21st Century Report Card and Transcript Teams	In 2019-20 report card teams of teacher leaders and administrators will be created to review our KHPS reporting process and transcripts. There will be a grades K-5 team and a grades 6-12 team. These teams will be working on the High Reliability Schools Framework Level 5: Competency-Based Education. The goal of the teams will to create a transparent reporting system for all stakeholders that focuses on what academic standards a student has mastered along with career ready skills being reported separately.	Community Engagement, Teacher Collaboration, Policy and Process, Academic Support Program, Technology	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$500	Teaching staff and administrators

District Improvement Plan

Kenowa Hills Public Schools

Math Curriculum Study and Implementation Teams	Kenowa Hills Public Schools has been working on district math programming and materials. Our district CNA shows gaps in math achievement that we are addressing with professional development and research-based math instructional materials. In 2018-19 our grades 6-8 implemented Cengage Big Ideas Math Program to use as their main instructional materials. Also during 2018-19, our high school staff reviewed and researched math materials for high school courses. They also adopted the Cengage Big Ideas Math Program to implement in 2019-20 for algebra and geometry courses. Middle School and High School teachers will continue to receive math instruction training in this program during the 2019-20 school year. The K-5 staff have created a study team and pilot group to research and pilot math programs to implement in 2020-21.	Teacher Collaboration, Professional Learning, Technology, Curriculum Development, Materials, Direct Instruction	Tier 1	Implement	08/27/2018	06/05/2020	\$115000	K-12 math teachers, assistant superintendent of curriculum and instruction and administrators
K-12 21st Century Report Card and Transcript Teams	In 2019-20 report card teams of teacher leaders and administrators will be created to review our KHPS reporting process and transcripts. There will be a grades K-5 team and a grades 6-12 team. These teams will be working on the High Reliability Schools Framework Level 5: Competency-Based Education. The goal of the teams will to create a transparent reporting system for all stakeholders that focuses on what academic standards a student has mastered along with career ready skills being reported separately.	Parent Involvement, Policy and Process, Professional Learning, Technology	Tier 1	Getting Ready	09/09/2019	06/05/2020	\$500	Teachers and administrators
K-12 21st Century Report Card and Transcript Teams	In 2019-20 report card teams of teacher leaders and administrators will be created to review our KHPS reporting process and transcripts. There will be a grades K-5 team and a grades 6-12 team. These teams will be working on the High Reliability Schools Framework Level 5: Competency-Based Education. The goal of the teams will to create a transparent reporting system for all stakeholders that focuses on what academic standards a student has mastered along with career ready skills being reported separately.	Teacher Collaboration, Parent Involvement, Policy and Process, Technology	Tier 1	Getting Ready	09/09/2019	06/05/2020	\$500	Teachers and administrators
Leadership Growth	KHPS offers leadership growth for administrators with leadership coaching from a MASSP coach, and leadership growth for teachers when they participate in our KHPS Leadership Mentoring Program that includes mentoring and goal setting for teaching staff interested in being teacher or administrative leaders.	Professional Learning	Tier 1	Implement	08/26/2019	06/05/2020	\$2500	Teachers, administrators, MASSP coach

District Improvement Plan

Kenowa Hills Public Schools

Leadership Growth	KHPS offers leadership growth for administrators with leadership coaching from a MASSP coach, and leadership growth for teachers when they participate in our KHPS Leadership Mentoring Program that includes mentoring and goal setting for teaching staff interested in being teacher or administrative leaders.	Professional Learning, Technology	Tier 1	Implement	08/26/2019	06/05/2020	\$2500	Teachers, administrators, MASSP coach
Leadership Growth	KHPS offers leadership growth for administrators with leadership coaching from a MASSP coach, and leadership growth for teachers when they participate in our KHPS Leadership Mentoring Program that includes mentoring and goal setting for teaching staff interested in being teacher or administrative leaders.	Professional Learning, Technology	Tier 1	Implement	08/26/2019	06/05/2020	\$2500	Teachers, administrators and MASSP coach.
K-12 Performance Assessment Team	KHPS started a Performance-Based Assessment Team of K-12 teacher leaders in 2018-19 to create performance assessments during professional development time with Jonathan Vander Els, a performance assessment expert. This assessment work is part of Level 3 of Marzano's High Reliability Schools Framework: Guaranteed and Viable Curriculum. Jonathan VanderEls will continue working with teams of teachers during the 2019-20 school year so that all staff will be trained in creating, administering and evaluating performance assessments written to assess essential standards.	Teacher Collaboration, Academic Support Program, Professional Learning, Technology, Curriculum Development	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$3750	Teachers, administrators, Jonathan VanderEls
K-12 Performance Assessment Team	KHPS started a Performance-Based Assessment Team of K-12 teacher leaders in 2018-19 to create performance assessments during professional development time with Jonathan Vander Els, a performance assessment expert. This assessment work is part of Level 3 of Marzano's High Reliability Schools Framework: Guaranteed and Viable Curriculum. Jonathan VanderEls will continue working with teams of teachers during the 2019-20 school year so that all staff will be trained in creating, administering and evaluating performance assessments written to assess essential standards.	Teacher Collaboration, Parent Involvement, Technology, Curriculum Development, Direct Instruction	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$3750	Teachers, administrators and Jonathan VanderEls

District Improvement Plan

Kenowa Hills Public Schools

K-12 Performance Assessment Team	KHPS started a Performance-Based Assessment Team of K-12 teacher leaders in 2018-19 to create performance assessments during professional development time with Jonathan Vander Els, a performance assessment expert. This assessment work is part of Level 3 of Marzano's High Reliability Schools Framework: Guaranteed and Viable Curriculum. Jonathan VanderEls will continue working with teams of teachers during the 2019-20 school year so that all staff will be trained in creating, administering and evaluating performance assessments written to assess essential standards.	Teacher Collaboration, Professional Learning, Technology, Curriculum Development, Direct Instruction	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$3750	Teachers, administrators and Jonathan VanderEls
MACUL Conference	A group of teachers will attend the annual MACUL conference in Grand Rapids in 2020. This conference helps our teachers see education from a future technologies view. This professional development opportunity will enable our teachers to learn ways to integrate technology and the Mltech standards into their curriculum.	Academic Support Program, Professional Learning, Career Preparation /Orientation, Technology, Curriculum Development, Materials, Direct Instruction	Tier 1	Implement	03/19/2020	03/20/2020	\$1000	Teaching Staff
MACUL Conference	A group of teachers will attend the annual MACUL conference in Grand Rapids in 2020. This conference helps our teachers see education from a future technologies view. This professional development opportunity will enable our teachers to learn ways to integrate technology and the Mltech standards into their curriculum.	Academic Support Program, Professional Learning, Career Preparation /Orientation, Technology, Curriculum Development, Direct Instruction	Tier 1	Implement	03/19/2020	03/20/2020	\$1000	Teaching Staff

District Improvement Plan

Kenowa Hills Public Schools

MACUL Conference	A group of teachers will attend the annual MACUL conference in Grand Rapids in 2020. This conference helps our teachers see education from a future technologies view. This professional development opportunity will enable our teachers to learn ways to integrate technology and the Mltech standards into their curriculum.	Academic Support Program, Career Preparation /Orientation, Technology, Curriculum Development, Direct Instruction	Tier 1	Implement	03/19/2020	03/20/2020	\$1000	Teaching Staff
MACUL Conference	A group of teachers will attend the annual MACUL conference in Grand Rapids in 2020. This conference helps our teachers see education from a future technologies view. This professional development opportunity will enable our teachers to learn ways to integrate technology and the Mltech standards into their curriculum.	Academic Support Program, Professional Learning, Career Preparation /Orientation, Technology, Curriculum Development, Direct Instruction	Tier 1	Implement	03/19/2020	03/20/2020	\$1000	Teaching Staff

Zinser Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------	-------	------------	----------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

Tier II Academic Intervention Specialists - Title I Part A	KHPS has adopted the Response to Intervention (RtI) framework as the MTTS. Our CNA shows gaps in subgroups' achievement. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction. *SEE MEGS for total costs	Academic Support Program	Tier 2	Monitor	08/26/2019	06/05/2020	\$105698	Academic Intervention Specialists, Elementary Principals, and Director of Curriculum and Instruction
--	---	--------------------------	--------	---------	------------	------------	----------	--

District Improvement Plan

Kenowa Hills Public Schools

Tier II Academic Intervention Specialists - Section 31a	<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTS. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>This Tier II intervention includes Middle School classes provided by Math and ELA teachers giving Tier II math and ELA support. There will also be a class at the Middle School focusing on Habits of Mind. The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.</p> <p>At the elementary level, our physical education, music, art and Spanish teachers will be trained by our instructional coaches to work with K-3 reading interventions with students when they are not teaching their specialist class.</p> <p>SEE MEGS for Funding</p>	Academic Support Program	Tier 2	Monitor	08/26/2019	06/05/2020	\$1625	K-12 Section 31a Academic Intervention Specialists, building Principals, and Director of Curriculum and Instruction
---	--	--------------------------	--------	---------	------------	------------	--------	---

District Improvement Plan

Kenowa Hills Public Schools

Summer School-Camp Kenowa- Title IA	<p>Based on Kenowa Hills' annual 31a needs analysis, students were identified as needing additional academic support beyond the traditional school year. Eligible students identified as needing supplementary instructional support will be invited to summer school and this includes any McKinney Vento student achieving below their grade level standards. Camp Kenowa includes K-5 students needing additional instruction in the core curriculum.</p> <p>Summer school is an activity that helps make time the variable and learning the constant. Research-driven instructional strategies will be implemented and evaluated with the intent of increasing academic achievement.</p> <p>Camp Kenowa is staffed by highly qualified teaching staff and runs for 4 four day a week sessions. in late July and early August.</p> <p>*SEE MEGS for total costs</p>	Academic Support Program, Technology	Tier 2	Monitor	06/10/2019	08/08/2019	\$9151	Summer School Coordinator and Instructional Staff
Reading and Writing Workshop	<p>Our K-12 ELA staff has been using the MAISA materials as the core materials used in their Reading and Writing Workshop instruction. These MAISA units are aligned with our State ELA standards.</p> <p>Classroom Learning Labs and KHPS Instructional Coaches will continue to support ELA instruction in our district.</p> <p>Our K-12 ELA classrooms each have a classroom library for students to choose books at their interest level and reading level. We budget replacement costs for each classroom library along with a small budget for new books.</p> <p>Our K-3 teachers use Phonics First and Grammar units as a supplement to their MAISA reading and writing units.</p> <p>KHPS instructional coaches attend the Literacy Coaches Network meetings at Kent ISD to continue their expertise in the area of language arts instruction.</p>	Teacher Collaboration, Professional Learning, Technology, Curriculum Development, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$23200	Grades PreK-12 ELA staff and administrators

District Improvement Plan

Kenowa Hills Public Schools

Science Kits and Professional Development	<p>The CNA shows that science scores are below the state average, so our teacher and administrator teams reviewed research-based science programs and materials that would align with the State standards (NGSS). The Foss Science Kits were chosen as we found them the most engaging and rigorous science instruction of the choices. The Foss Science Kits were implemented in Grades 3 and 5 in 2016-17, grades 2 and 4 in 2017-18 and grades K and 1 in 2018-19.</p> <p>In 2019-20 KHPS grades 6-8 science teachers will implement the Foss Science Instruction at the Middle School. This will give us K-8 alignment in our science curriculum.</p>	Professional Learning, Technology, Curriculum Development, Materials, Direct Instruction	Tier 1	Implement	08/27/2018	06/07/2019	\$62000	Foss Science Trainers, Grade K-8 Science Teaching Staff and Administrators
Extended Day Learning Opportunities - Section 31a	<p>Students have extended day learning activities to attend which aligns with our move to a competency-based personalized learning system of education where time is the variable and learning is the constant. The elementary buildings host after school tutoring 2-3 days a week with transportation provided. All teachers are highly qualified staff. Students work on standards not yet mastered during the regular school day. There is an emphasis on reading and math during tutoring hours.</p> <p>The Middle School is doing what is called a 7th hour after school learning opportunity. The after school learning time is staffed by certified teaching staff and transportation for students is provided. Students work on mastering core curriculum standards that were not yet mastered during the school year.</p> <p>SEE MEGS for funding.</p>	Academic Support Program, Technology, Direct Instruction	Tier 2	Monitor	09/09/2019	06/05/2020	\$5500	Teaching Staff and Administrators

District Improvement Plan

Kenowa Hills Public Schools

Tier II Academic Intervention Specialists - Title I Part A	<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTS. Our CNA shows gaps in subgroups' achievement. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>*SEE MEGS for total costs</p>	Teacher Collaboration, Academic Support Program, Technology, Direct Instruction	Tier 2	Monitor	08/26/2019	06/05/2020	\$105698	Academic Intervention Specialists, Elementary Principals, and Director of Curriculum and Instruction
Summer School-Camp Kenowa- Title IA	<p>Based on Kenowa Hills' annual 31a needs analysis, students were identified as needing additional academic support beyond the traditional school year. Eligible students identified as needing supplementary instructional support will be invited to summer school and this includes any McKinney Vento student achieving below their grade level standards. Camp Kenowa includes K-5 students needing additional instruction in the core curriculum.</p> <p>Summer school is an activity that helps make time the variable and learning the constant. Research-driven instructional strategies will be implemented and evaluated with the intent of increasing academic achievement.</p> <p>Camp Kenowa is staffed by highly qualified teaching staff and runs for 4 weeks Monday through Friday in late July and early August.</p> <p>SEE MEGS for final costs</p>	Teacher Collaboration, Academic Support Program, Career Preparation /Orientation, Technology, Direct Instruction	Tier 2	Monitor	06/10/2019	08/08/2019	\$9151	Summer School Coordinator and Instructional Staff.

District Improvement Plan

Kenowa Hills Public Schools

Extended Day Learning Opportunities - Section 31a	<p>Students have extended day learning activities to attend which aligns with our move to a competency-based personalized learning system of education where time is the variable and learning is the constant. The elementary buildings host after school tutoring 2-3 days a week with transportation provided. All teachers are highly qualified staff. Students work on standards not yet mastered during the regular school day. There is an emphasis on reading and math during tutoring hours.</p> <p>The Middle School is doing what is called a 7th hour after school learning opportunity. The after school learning time is staffed by certified teaching staff and transportation for students is provided. Students work on mastering core curriculum standards that were not yet mastered during the school year.</p> <p>SEE MEGS for funding.</p>	Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Direct Instruction	Tier 2	Monitor	09/09/2019	06/05/2020	\$5500	Certified teaching staff and administrators
Tier II Academic Intervention Specialists - Title I Part A	<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTs. Our CNA shows gaps in subgroups' achievement. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>*SEE MEGS for total costs</p>	Academic Support Program	Tier 2	Monitor	08/26/2019	06/05/2020	\$105698	Academic Intervention Specialists, Elementary Principals, and Director of Curriculum and Instruction.

District Improvement Plan

Kenowa Hills Public Schools

Tier II Academic Intervention Specialists - Section 31a	<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTS. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>When looking at CNA data, we find gaps in math instruction and lower growth in math on NWEA test results. This Tier II intervention includes Middle School classes provided by Math and ELA teachers giving Tier II math and ELA support.</p> <p>At the elementary level, our physical education, music, art and Spanish teachers will be trained by our instructional coaches to work with K-3 reading interventions with students when they are not teaching their specialist class.</p> <p>SEE MEGS for Funding</p>	Academic Support Program	Tier 2	Monitor	08/26/2019	06/05/2020	\$1625	Academic Intervention ists, Principals, Curriculum Director, Elementary Specialist Teachers
---	---	--------------------------	--------	---------	------------	------------	--------	---

District Improvement Plan

Kenowa Hills Public Schools

Tier II Academic Intervention Specialists - Section 31a	<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTS. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>This Tier II intervention includes Middle School classes provided by Math and ELA teachers giving Tier II math and ELA support. There will also be a class at the Middle School focusing on Habits of Mind. The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.</p> <p>At the elementary level, our physical education, music, art and Spanish teachers will be trained by our instructional coaches to work with K-3 reading interventions with students when they are not teaching their specialist class.</p> <p>SEE MEGS for Funding</p>	Academic Support Program	Tier 2	Monitor	08/26/2019	06/05/2020	\$1625	Academic Interventionists, Middle School Principal, Curriculum Director
---	--	--------------------------	--------	---------	------------	------------	--------	---

District Improvement Plan

Kenowa Hills Public Schools

Summer School-Camp Kenowa - Title I	<p>Based on Kenowa Hills' annual 31a needs analysis, students were identified as needing additional academic support beyond the traditional school year. Eligible students identified as needing supplementary instructional support will be invited to summer school and this includes any McKinney Vento student achieving below their grade level standards. Camp Kenowa includes K-5 students needing additional instruction in the core curriculum.</p> <p>Summer school is an activity that helps make time the variable and learning the constant. Research-driven instructional strategies will be implemented and evaluated with the intent of increasing academic achievement.</p> <p>Camp Kenowa is staffed by highly qualified teaching staff and runs for 4 four day a week sessions. in late July and early August</p> <p>*SEE MEGS for total costs</p>	Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Materials, Direct Instruction	Tier 2	Monitor	06/10/2019	08/08/2019	\$9151	Summer School Coordinator and Instructional Staff.
Extended Day Learning Opportunities - Section 31a	<p>Students have extended day learning activities to attend which aligns with our move to a competency-based personalized learning system of education where time is the variable and learning is the constant. The elementary buildings host after school tutoring 2-3 days a week with transportation provided. All teachers are highly qualified staff. Students work on standards not yet mastered during the regular school day. There is an emphasis on reading and math during tutoring hours.</p> <p>The Middle School is doing what is called a 7th hour after school learning opportunity. The after school learning time is staffed by certified teaching staff and transportation for students is provided. Students work on mastering core curriculum standards that were not yet mastered during the school year.</p> <p>SEE MEGS for funding.</p>	Teacher Collaboration, Academic Support Program, Technology, Direct Instruction	Tier 2	Monitor	09/09/2019	06/05/2020	\$5500	Certified Teaching Staff and Administrators

District Improvement Plan

Kenowa Hills Public Schools

Tier II Academic Intervention Specialists - Title I Part A	<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTS. Our CNA shows gaps in subgroups' achievement. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>*SEE MEGS for total costs</p>	Teacher Collaboration, Academic Support Program, Technology, Direct Instruction	Tier 2	Monitor	08/26/2019	06/05/2020	\$105698	Academic Intervention Specialists, Principals, and Director of Curriculum and Instruction.
--	--	---	--------	---------	------------	------------	----------	--

District Improvement Plan

Kenowa Hills Public Schools

Tier II Academic Intervention Specialists - Section 31a	<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTS. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>This Tier II intervention includes Middle School classes provided by Math and ELA teachers giving Tier II math and ELA support. There will also be a class at the Middle School focusing on Habits of Mind. The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.</p> <p>At the elementary level, our physical education, music, art and Spanish teachers will be trained by our instructional coaches to work with K-3 reading interventions with students when they are not teaching their specialist class.</p> <p>SEE MEGS for Funding</p>	Teacher Collaboration, Academic Support Program, Technology, Direct Instruction	Tier 2	Monitor	08/26/2019	06/05/2020	\$1625	Academic Interventionists, Middle School Principal, Curriculum Director, Elementary Specialist Teachers
---	--	---	--------	---------	------------	------------	--------	---

District Improvement Plan

Kenowa Hills Public Schools

Summer School-Camp Kenowa- Title IA	<p>Based on Kenowa Hills' annual 31a needs analysis, students were identified as needing additional academic support beyond the traditional school year. Eligible students identified as needing supplementary instructional support will be invited to summer school and this includes any McKinney Vento student achieving below their grade level standards. Camp Kenowa includes K-5 students needing additional instruction in the core curriculum.</p> <p>Summer school is an activity that helps make time the variable and learning the constant. Research-driven instructional strategies will be implemented and evaluated with the intent of increasing academic achievement.</p> <p>Camp Kenowa is staffed by highly qualified teaching staff and runs for 4 four day a week sessions. in late July and early August.</p> <p>*SEE MEGS for total costs</p>	Teacher Collaboration, Academic Support Program, Technology	Tier 2	Monitor	06/10/2019	08/08/2019	\$9151	Summer School Coordinator and Instructional Staff
Extended Day Learning Opportunities - Section 31a	<p>Students have extended day learning activities to attend which aligns with our move to a competency-based personalized learning system of education where time is the variable and learning is the constant. The elementary buildings host after school tutoring 2-3 days a week with transportation provided. All teachers are highly qualified staff. Students work on standards not yet mastered during the regular school day. There is an emphasis on reading and math during tutoring hours.</p> <p>The Middle School is doing what is called a 7th hour after school learning opportunity. The after school learning time is staffed by certified teaching staff and transportation for students is provided. Students work on mastering core curriculum standards that were not yet mastered during the school year.</p> <p>SEE MEGS for funding.</p>	Teacher Collaboration, Academic Support Program, Technology, Direct Instruction	Tier 2	Monitor	09/09/2019	06/05/2020	\$5500	Certified Teaching Staff and Administrators

District Improvement Plan

Kenowa Hills Public Schools

Elementary STEM Specialist Class	<p>Our CNA data shows that we have a weakness in science scores at the elementary level. It was decided to try to incorporate more NGSS STEM materials into the elementary curriculum.</p> <p>Two K-5 STEM specialist teachers were hired and will engage in STEM related lessons during the school year which started in February 2018. Kent ISD STEM consultants worked with the specialist STEM staff and created lessons for them to use to integrate STEM into their weekly specialist classes. Each STEM teacher sees each PreK-5 classroom for 45 minutes per week for instruction.</p>	Teacher Collaboration, Supplemental Materials, Professional Learning, Technology, Materials, Direct Instruction	Tier 1	Monitor	08/05/2019	06/05/2020	\$7875	K-5 STEM Teachers, Curriculum Director
Elementary STEM Specialist Class	<p>Our CNA data shows that we have a weakness in science scores at the elementary level. It was decided to try to incorporate more NGSS STEM materials into the elementary curriculum.</p> <p>Two K-5 STEM specialist teachers were hired and will engage in STEM related lessons during the school year which started in February 2018. Kent ISD STEM consultants worked with the specialist STEM staff and created lessons for them to use to integrate STEM into their weekly specialist classes. Each STEM teacher sees each PreK-5 classroom for 45 minutes per week for instruction.</p>	Teacher Collaboration, Professional Learning, Technology, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$7875	K-5 STEM teachers, curriculum director
Essential Instructional Practices in Early Literacy	<p>Our CNA shows gaps in reading with our subgroups. To improve reading achievement and reach a goal of all students reading by grade 3. KHPS has implemented a literacy coaching model that has all KHPS K-3 teaching staff receiving professional development related to the Essential Instructional Practices in Early Literacy. Each instructional coach spends time in classrooms and with teachers during PLC time to ensure that these researched instructional practices are implemented at the Tier 1 level.</p> <p>KHPS also offers K-3 after school tutoring with transportation to students reading below grade level.</p>	Teacher Collaboration, Parent Involvement, Professional Learning, Technology, Curriculum Development, Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$34000	K-5 teaching staff and instructional coaches

Kenowa Hills Pathways High School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------	-------	------------	----------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

Tier II College and Career Pathways - 31a	College and Career Pathway Exploration for students needing additional support in these areas. The stand-alone vocational courses into which high school students with lower academic achievement were often channeled are becoming a thing of the past. Instead, programs that merge CTE, rigorous academic coursework, and career exploration opportunities, while creating clear pathways through high school, college, and beyond, are gaining momentum. High schools are moving away from the stand-alone vocational courses of the past, into which students with lower academic achievement or perceived potential were often channeled. Many educators are now calling for approaches that link career-technical education, rigorous academic coursework, and experiences that show students the relevance of education to their future, while teaching them the academic and employability skills they need to be successful in both college and career. Our Kenowa Hills Pathways High School has a goal to achieve success for all our students. SEE MEGS for Cost	Academic Support Program, Career Preparation /Orientation , Technology	Tier 2	Monitor	08/26/2019	06/05/2020	\$65000	Pathways Principal and staff
Tier II College and Career Pathways - 31a	College and Career Pathway Exploration for students needing additional support in these areas. The stand-alone vocational courses into which high school students with lower academic achievement were often channeled are becoming a thing of the past. Instead, programs that merge CTE, rigorous academic coursework, and career exploration opportunities, while creating clear pathways through high school, college, and beyond, are gaining momentum. High schools are moving away from the stand-alone vocational courses of the past, into which students with lower academic achievement or perceived potential were often channeled. Many educators are now calling for approaches that link career-technical education, rigorous academic coursework, and experiences that show students the relevance of education to their future, while teaching them the academic and employability skills they need to be successful in both college and career. Our Kenowa Hills Pathways High School has a goal to achieve success for all our students.	Academic Support Program, Career Preparation /Orientation , Technology	Tier 2	Monitor	08/26/2019	06/05/2020	\$65000	Pathways High School Principal and Staff

District Improvement Plan

Kenowa Hills Public Schools

Tier II College and Career Pathways - 31a	College and Career Pathway Exploration for students needing additional support in these areas. The stand-alone vocational courses into which high school students with lower academic achievement were often channeled are becoming a thing of the past. Instead, programs that merge CTE, rigorous academic coursework, and career exploration opportunities, while creating clear pathways through high school, college, and beyond, are gaining momentum. High schools are moving away from the stand-alone vocational courses of the past, into which students with lower academic achievement or perceived potential were often channeled. Many educators are now calling for approaches that link career-technical education, rigorous academic coursework, and experiences that show students the relevance of education to their future, while teaching them the academic and employability skills they need to be successful in both college and career. Our Kenowa Hills Pathways High School has a goal to achieve success for all our students. SEE MEGS for Costs	Academic Support Program, Career Preparation /Orientation , Technology	Tier 2	Implement	08/26/2019	06/05/2020	\$65000	Pathways High School Principal and Staff
Tier II College and Career Pathways 31a	College and Career Pathway Exploration for students needing additional support in these areas. The stand-alone vocational courses into which high school students with lower academic achievement were often channeled are becoming a thing of the past. Instead, programs that merge CTE, rigorous academic coursework, and career exploration opportunities, while creating clear pathways through high school, college, and beyond, are gaining momentum. High schools are moving away from the stand-alone vocational courses of the past, into which students with lower academic achievement or perceived potential were often channeled. Many educators are now calling for approaches that link career-technical education, rigorous academic coursework, and experiences that show students the relevance of education to their future, while teaching them the academic and employability skills they need to be successful in both college and career. Our Kenowa Hills Pathways High School has a goal to achieve success for all our students. SEE MEGS for Costs	Teacher Collaboration, Academic Support Program, Career Preparation /Orientation , Technology	Tier 2	Monitor	08/26/2019	06/05/2020	\$65000	Pathways High School Principal and Staff

Kenowa Hills Middle School

District Improvement Plan

Kenowa Hills Public Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier II Academic Intervention Specialists - Section 31a	<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTs. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>This Tier II intervention includes Middle School classes provided by Math and ELA teachers giving Tier II math and ELA support. There will also be a class at the Middle School focusing on Habits of Mind. The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.</p> <p>At the elementary level, our physical education, music, art and Spanish teachers will be trained by our instructional coaches to work with K-3 reading interventions with students when they are not teaching their specialist class.</p> <p>SEE MEGS for Funding</p>	Academic Support Program	Tier 2	Monitor	08/26/2019	06/05/2020	\$1625	K-12 Section 31a Academic Intervention Specialists, building Principals, and Director of Curriculum and Instruction

District Improvement Plan

Kenowa Hills Public Schools

Middle School Behavior Interventionist - Section 31a	<p>The annual 31a needs assessment (for all students in the district) indicates a need for supplementary behavioral supports at the middle school. The middle school behavior interventionists will provide supplementary behavior interventions to students at the middle school who qualify for 31a services and require additional, supplementary behavioral supports. This staff member will utilize research-based behavior intervention strategies, including restorative justice techniques, in an effort to provide qualifying students with supplementary support.</p> <p>*SEE MEGS for costs</p>	Behavioral Support Program	Tier 2	Monitor	08/26/2019	06/05/2020	\$9750	Middle School Behavior Interventionist and Middle School Principal
Reading and Writing Workshop	<p>Our K-12 ELA staff has been using the MAISA materials as the core materials used in their Reading and Writing Workshop instruction. These MAISA units are aligned with our State ELA standards.</p> <p>Classroom Learning Labs and KHPS Instructional Coaches will continue to support ELA instruction in our district.</p> <p>Our K-12 ELA classrooms each have a classroom library for students to choose books at their interest level and reading level. We budget replacement costs for each classroom library along with a small budget for new books.</p> <p>Our K-3 teachers use Phonics First and Grammar units as a supplement to their MAISA reading and writing units.</p> <p>KHPS instructional coaches attend the Literacy Coaches Network meetings at Kent ISD to continue their expertise in the area of language arts instruction.</p>	Teacher Collaboration, Professional Learning, Technology, Curriculum Development, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$23200	Grades PreK-12 ELA staff and administrators

District Improvement Plan

Kenowa Hills Public Schools

Science Kits and Professional Development	<p>The CNA shows that science scores are below the state average, so our teacher and administrator teams reviewed research-based science programs and materials that would align with the State standards (NGSS). The Foss Science Kits were chosen as we found them the most engaging and rigorous science instruction of the choices. The Foss Science Kits were implemented in Grades 3 and 5 in 2016-17, grades 2 and 4 in 2017-18 and grades K and 1 in 2018-19.</p> <p>In 2019-20 KHPS grades 6-8 science teachers will implement the Foss Science Instruction at the Middle School. This will give us K-8 alignment in our science curriculum.</p>	Professional Learning, Technology, Curriculum Development, Materials, Direct Instruction	Tier 1	Implement	08/27/2018	06/07/2019	\$62000	Foss Science Trainers, Grade K-8 Science Teaching Staff and Administrators
STEM Academy	<p>In fall of 2016, KHPS implemented a STEM Academy class for 7th and 9th graders. The program has grown each year with refinements to the curriculum and learning environment. Content Teachers and STEM instructors are trained with our Kent Intermediate School District STEM Consultants. They have planned curriculum. Kenowa Hills Public Schools partnered with DeWys Manufacturing and Move Systems to create a state of the art learning experience location. The school will use a 3,324 sq.ft. space under the same roof as an advanced manufacturing company as a location for learning. In 2019-20 the courses will continue to expand with course offerings and additional STEM Lab equipment.</p>	Teacher Collaboration, Professional Learning, Technology, Curriculum Development, Materials, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$15000	Kent ISD STEM Consultants, STEM Teaching Staff and Administrators
STEM Academy	<p>In fall of 2016, KHPS implemented a STEM Academy class for 7th and 9th graders. The program has grown each year with refinements to the curriculum and learning environment. Content Teachers and STEM instructors are trained with our Kent Intermediate School District STEM Consultants. They have planned curriculum. Kenowa Hills Public Schools partnered with DeWys Manufacturing and Move Systems to create a state of the art learning experience location. The school will use a 3,324 sq.ft. space under the same roof as an advanced manufacturing company as a location for learning. In 2019-20 the courses will continue to expand with course offerings and additional STEM Lab equipment.</p>	Community Engagement, Teacher Collaboration, Professional Learning, Career Preparation /Orientation, Technology, Curriculum Development, Materials, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$15000	Kent ISD STEM consultants, STEM Academy teaching staff and administrators

District Improvement Plan

Kenowa Hills Public Schools

Extended Day Learning Opportunities - Section 31a	<p>Students have extended day learning activities to attend which aligns with our move to a competency-based personalized learning system of education where time is the variable and learning is the constant. The elementary buildings host after school tutoring 2-3 days a week with transportation provided. All teachers are highly qualified staff. Students work on standards not yet mastered during the regular school day. There is an emphasis on reading and math during tutoring hours.</p> <p>The Middle School is doing what is called a 7th hour after school learning opportunity. The after school learning time is staffed by certified teaching staff and transportation for students is provided. Students work on mastering core curriculum standards that were not yet mastered during the school year.</p> <p>SEE MEGS for funding.</p>	Academic Support Program, Technology, Direct Instruction	Tier 2	Monitor	09/09/2019	06/05/2020	\$5500	Teaching Staff and Administrators
Middle School Behavior Interventionist - Section 31a	<p>The annual 31a needs assessment (for all students in the district) indicates a need for supplementary behavioral supports at the middle school. The middle school behavior interventionists will provide supplementary behavior interventions to students at the middle school who qualify for 31a services and require additional, supplementary behavioral supports. This staff member will utilize research-based behavior intervention strategies, including restorative justice techniques, in an effort to provide qualifying students with supplementary support.</p> <p>*SEE MEGS for costs</p>	Teacher Collaboration, Behavioral Support Program	Tier 2	Monitor	08/26/2019	06/05/2020	\$9750	Middle School Behavior Interventionist and Middle School Principal

District Improvement Plan

Kenowa Hills Public Schools

Extended Day Learning Opportunities - Section 31a	<p>Students have extended day learning activities to attend which aligns with our move to a competency-based personalized learning system of education where time is the variable and learning is the constant. The elementary buildings host after school tutoring 2-3 days a week with transportation provided. All teachers are highly qualified staff. Students work on standards not yet mastered during the regular school day. There is an emphasis on reading and math during tutoring hours.</p> <p>The Middle School is doing what is called a 7th hour after school learning opportunity. The after school learning time is staffed by certified teaching staff and transportation for students is provided. Students work on mastering core curriculum standards that were not yet mastered during the school year.</p> <p>SEE MEGS for funding.</p>	Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Direct Instruction	Tier 2	Monitor	09/09/2019	06/05/2020	\$5500	Certified teaching staff and administrators
---	--	---	--------	---------	------------	------------	--------	---

District Improvement Plan

Kenowa Hills Public Schools

Tier II Academic Intervention Specialists - Section 31a	<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTS. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>When looking at CNA data, we find gaps in math instruction and lower growth in math on NWEA test results. This Tier II intervention includes Middle School classes provided by Math and ELA teachers giving Tier II math and ELA support.</p> <p>At the elementary level, our physical education, music, art and Spanish teachers will be trained by our instructional coaches to work with K-3 reading interventions with students when they are not teaching their specialist class.</p> <p>SEE MEGS for Funding</p>	Academic Support Program	Tier 2	Monitor	08/26/2019	06/05/2020	\$1625	Academic Interventionists, Principals, Curriculum Director, Elementary Specialist Teachers
---	---	--------------------------	--------	---------	------------	------------	--------	--

District Improvement Plan

Kenowa Hills Public Schools

Tier II Academic Intervention Specialists - Section 31a	<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTS. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>This Tier II intervention includes Middle School classes provided by Math and ELA teachers giving Tier II math and ELA support. There will also be a class at the Middle School focusing on Habits of Mind. The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.</p> <p>At the elementary level, our physical education, music, art and Spanish teachers will be trained by our instructional coaches to work with K-3 reading interventions with students when they are not teaching their specialist class.</p> <p>SEE MEGS for Funding</p>	Academic Support Program	Tier 2	Monitor	08/26/2019	06/05/2020	\$1625	Academic Interventionists, Middle School Principal, Curriculum Director
---	--	--------------------------	--------	---------	------------	------------	--------	---

District Improvement Plan

Kenowa Hills Public Schools

Middle School Behavior Interventionist - Section 31a	<p>The annual 31a needs assessment (for all students in the district) indicates a need for supplementary behavioral supports at the middle school. The middle school behavior interventionists will provide supplementary behavior interventions to students at the middle school who qualify for 31a services and require additional, supplementary behavioral supports. This staff member will utilize research-based behavior intervention strategies, including restorative justice techniques, in an effort to provide qualifying students with supplementary support.</p> <p>*SEE MEGS for costs</p>	Behavioral Support Program	Tier 2	Monitor	08/26/2019	06/05/2020	\$9750	Middle School Behavior Interventionist and Middle School Principal.
Extended Day Learning Opportunities - Section 31a	<p>Students have extended day learning activities to attend which aligns with our move to a competency-based personalized learning system of education where time is the variable and learning is the constant. The elementary buildings host after school tutoring 2-3 days a week with transportation provided. All teachers are highly qualified staff. Students work on standards not yet mastered during the regular school day. There is an emphasis on reading and math during tutoring hours.</p> <p>The Middle School is doing what is called a 7th hour after school learning opportunity. The after school learning time is staffed by certified teaching staff and transportation for students is provided. Students work on mastering core curriculum standards that were not yet mastered during the school year.</p> <p>SEE MEGS for funding.</p>	Teacher Collaboration, Academic Support Program, Technology, Direct Instruction	Tier 2	Monitor	09/09/2019	06/05/2020	\$5500	Certified Teaching Staff and Administrators

District Improvement Plan

Kenowa Hills Public Schools

Tier II Academic Intervention Specialists - Section 31a	<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTS. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>This Tier II intervention includes Middle School classes provided by Math and ELA teachers giving Tier II math and ELA support. There will also be a class at the Middle School focusing on Habits of Mind. The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.</p> <p>At the elementary level, our physical education, music, art and Spanish teachers will be trained by our instructional coaches to work with K-3 reading interventions with students when they are not teaching their specialist class.</p> <p>SEE MEGS for Funding</p>	Teacher Collaboration, Academic Support Program, Technology, Direct Instruction	Tier 2	Monitor	08/26/2019	06/05/2020	\$1625	Academic Interventionists, Middle School Principal, Curriculum Director, Elementary Specialist Teachers
---	--	---	--------	---------	------------	------------	--------	---

District Improvement Plan

Kenowa Hills Public Schools

Middle School Behavior Interventionist - Section 31a	<p>The annual 31a needs assessment (for all students in the district) indicates a need for supplementary behavioral supports at the middle school. The middle school behavior interventionists will provide supplementary behavior interventions to students at the middle school who qualify for 31a services and require additional, supplementary behavioral supports. This staff member will utilize research-based behavior intervention strategies, including restorative justice techniques, in an effort to provide qualifying students with supplementary support.</p> <p>*SEE MEGS for costs</p>	Teacher Collaboration, Behavioral Support Program, Technology	Tier 2	Monitor	08/26/2019	06/05/2020	\$9750	Middle School Behavior Interventionist and Middle School Principal
Extended Day Learning Opportunities - Section 31a	<p>Students have extended day learning activities to attend which aligns with our move to a competency-based personalized learning system of education where time is the variable and learning is the constant. The elementary buildings host after school tutoring 2-3 days a week with transportation provided. All teachers are highly qualified staff. Students work on standards not yet mastered during the regular school day. There is an emphasis on reading and math during tutoring hours.</p> <p>The Middle School is doing what is called a 7th hour after school learning opportunity. The after school learning time is staffed by certified teaching staff and transportation for students is provided. Students work on mastering core curriculum standards that were not yet mastered during the school year.</p> <p>SEE MEGS for funding.</p>	Teacher Collaboration, Academic Support Program, Technology, Direct Instruction	Tier 2	Monitor	09/09/2019	06/05/2020	\$5500	Certified Teaching Staff and Administrators
Middle School Schedule	<p>Kenowa Hills Middle School has implemented a program to help schedule students for additional academic intervention or enrichment called Flex Scheduler. The Middle School is moving to trimesters in 2019-20 to offer more student choice in courses. New course offerings include Environmental Studies, Odyssey of the Mind, Yoga, Spanish, Virtual Reality Cultural Studies, Technology and STEM. Funding includes start up costs for materials for the new courses. Schedules meeting student needs is Level 5: Personal Mastery; in the Hierarchy of High Reliability Schools Framework.</p>	Academic Support Program	Tier 1	Implement	08/26/2019	06/05/2020	\$2500	Middle School Principal and staff

District Improvement Plan

Kenowa Hills Public Schools

Middle School Schedule	Kenowa Hills Middle School has implemented a program to help schedule students for additional academic intervention or enrichment called Flex Scheduler. The Middle School is moving to trimesters in 2019-20 to offer more student choice in courses. New course offerings include Environmental Studies, Odyssey of the Mind, Yoga, Spanish, Virtual Reality Cultural Studies, Technology and STEM. Funding includes start up costs for materials for the new courses. Schedules meeting student needs is Level 5: Personal Mastery; in the Hierarchy of High Reliability Schools Framework.	Academic Support Program, Technology	Tier 1	Implement	08/26/2019	06/05/2020	\$2500	Middle School Principal and Staff
Middle School Schedule	Kenowa Hills Middle School has implemented a program to help schedule students for additional academic intervention or enrichment called Flex Scheduler. The Middle School is moving to trimesters in 2019-20 to offer more student choice in courses. New course offerings include Environmental Studies, Odyssey of the Mind, Yoga, Spanish, Virtual Reality Cultural Studies, Technology and STEM. Funding includes start up costs for materials for the new courses. Schedules meeting student needs is Level 5: Personal Mastery; in the Hierarchy of High Reliability Schools Framework.	Teacher Collaboration, Policy and Process, Academic Support Program, Technology, Curriculum Development, Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$2500	Middle school staff and administrators
Middle School Schedule	Kenowa Hills Middle School has implemented a program to help schedule students for additional academic intervention or enrichment called Flex Scheduler. The Middle School is moving to trimesters in 2019-20 to offer more student choice in courses. New course offerings include Environmental Studies, Odyssey of the Mind, Yoga, Spanish, Virtual Reality Cultural Studies, Technology and STEM. Funding includes start up costs for materials for the new courses. Schedules meeting student needs is Level 5: Personal Mastery; in the Hierarchy of High Reliability Schools Framework.	Teacher Collaboration, Policy and Process, Academic Support Program, Technology, Curriculum Development, Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$2500	Middle school staff and administrators

District Improvement Plan

Kenowa Hills Public Schools

Habits of Mind - Middle School	The Middle School is implementing the "Habits of Mind" of work and life related skills. The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.	Teacher Collaboration, Behavioral Support Program, Policy and Process, Academic Support Program, Professional Learning, Technology, Materials	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$250	Middle school teachers and administrators
Habits of Mind - Middle School	The Middle School is implementing the "Habits of Mind" of work and life related skills. The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.	Teacher Collaboration, Behavioral Support Program, Parent Involvement, Policy and Process, Academic Support Program, Technology, Materials, Direct Instruction	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$250	Teachers and administrators

District Improvement Plan

Kenowa Hills Public Schools

Habits of Mind - Middle School	The Middle School is implementing the "Habits of Mind" of work and life related skills. The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.	Teacher Collaboration, Behavioral Support Program, Parent Involvement, Policy and Process, Academic Support Program, Professional Learning, Technology, Materials, Direct Instruction	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$250	Teachers and administrators
Habits of Mind - Middle School	The Middle School is implementing the "Habits of Mind" of work and life related skills. The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.	Teacher Collaboration, Behavioral Support Program, Parent Involvement, Policy and Process, Academic Support Program, Professional Learning, Technology, Materials, Direct Instruction	Tier 1		08/26/2019	06/05/2020	\$250	Teachers and administrators
Secondary Extended Year - 31a	Extended year opportunities are offered to students as a part of our journey to become a competency-based school system. This extended year time gives students more time to master important concepts needed for the next year's work or for future college and career readiness. The extended year runs for 2 weeks after school is dismissed.	Academic Support Program, Career Preparation /Orientation, Technology, Direct Instruction	Tier 2	Implement	06/08/2020	06/19/2020	\$6000	Secondary Principals and Staff

District Improvement Plan

Kenowa Hills Public Schools

Secondary Extended Year - 31a	Extended year opportunities are offered to students as a part of our journey to become a competency-based school system. This extended year time gives students more time to master important concepts needed for the next year's work or for future college and career readiness. The extended year runs for 2 weeks after school is dismissed.	Academic Support Program, Career Preparation /Orientation, Technology, Direct Instruction	Tier 2	Implement	06/08/2020	06/19/2020	\$6000	Principals and Teaching Staff
Secondary Extended Year - 31a	Extended year opportunities are offered to students as a part of our journey to become a competency-based school system. This extended year time gives students more time to master important concepts needed for the next year's work or for future college and career readiness. The extended year runs for 2 weeks after school is dismissed.	Academic Support Program, Career Preparation /Orientation, Technology, Direct Instruction	Tier 2		06/08/2020	06/19/2020	\$6000	Principals and Teaching Staff
Secondary Extended Year - 31a	Extended year opportunities are offered to students as a part of our journey to become a competency-based school system. This extended year time gives students more time to master important concepts needed for the next year's work or for future college and career readiness. The extended year runs for 2 weeks after school is dismissed.	Academic Support Program, Career Preparation /Orientation, Technology, Direct Instruction	Tier 2	Implement	06/08/2020	06/19/2020	\$6000	Principals and Teaching Staff

Kenowa Hills High School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------	-------	------------	----------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

High School At-Risk Counselor - Section 31a	<p>The annual KHPS Section 31a needs assessment (for all students in the district) indicates a need for supplementary social and emotional support at the high school level. A plethora of research suggests that when schools fail to meet students' social and emotional needs, it restricts their access to the intended curriculum.</p> <p>The high school at-risk counselor will work with the population of students identified via the needs assessment who require supplemental social and emotional support. This counselor will not be involved in the traditional counseling duties (such as scheduling, college preparations, testing support). Instead, this employee will exclusively provide support above and beyond the supports that are already being provided by the general fund counselors. At-risk students serviced will include the McKinney Vento students.</p> <p>*SEE MEGS for costs</p>	Behavioral Support Program	Tier 2	Monitor	08/26/2019	06/05/2020	\$26500	High School At-Risk Counselor and High School Principal.
High School Credit Recovery - Section 31a	<p>The annual KHPS Section 31a needs analysis revealed a significant number of students failing courses at the high school level. Supplemental support is needed to provide these students with an immediate, credit-recovering academic intervention. This supplemental program is a necessity in keeping students on a pathway toward on-time graduation and moreover, earning a high school diploma.</p> <p>*SEE MEGS for total costs</p>	Academic Support Program, Technology	Tier 2	Monitor	08/26/2019	06/05/2020	\$26250	Credit Recovery Coordinator and High School Principal

District Improvement Plan

Kenowa Hills Public Schools

Reading and Writing Workshop	<p>Our K-12 ELA staff has been using the MAISA materials as the core materials used in their Reading and Writing Workshop instruction. These MAISA units are aligned with our State ELA standards.</p> <p>Classroom Learning Labs and KHPS Instructional Coaches will continue to support ELA instruction in our district.</p> <p>Our K-12 ELA classrooms each have a classroom library for students to choose books at their interest level and reading level. We budget replacement costs for each classroom library along with a small budget for new books.</p> <p>Our K-3 teachers use Phonics First and Grammar units as a supplement to their MAISA reading and writing units.</p> <p>KHPS instructional coaches attend the Literacy Coaches Network meetings at Kent ISD to continue their expertise in the area of language arts instruction.</p>	Teacher Collaboration, Professional Learning, Technology, Curriculum Development, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$23200	Grades PreK-12 ELA staff and administrators
STEM Academy	<p>In fall of 2016, KHPS implemented a STEM Academy class for 7th and 9th graders. The program has grown each year with refinements to the curriculum and learning environment. Content Teachers and STEM instructors are trained with our Kent Intermediate School District STEM Consultants. They have planned curriculum. Kenowa Hills Public Schools partnered with DeWys Manufacturing and Move Systems to create a state of the art learning experience location. The school will use a 3,324 sq.ft. space under the same roof as an advanced manufacturing company as a location for learning. In 2019-20 the courses will continue to expand with course offerings and additional STEM Lab equipment.</p>	Teacher Collaboration, Professional Learning, Technology, Curriculum Development, Materials, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$15000	Kent ISD STEM Consultants, STEM Teaching Staff and Administrators

District Improvement Plan

Kenowa Hills Public Schools

STEM Academy	In fall of 2016, KHPS implemented a STEM Academy class for 7th and 9th graders. The program has grown each year with refinements to the curriculum and learning environment. Content Teachers and STEM instructors are trained with our Kent Intermediate School District STEM Consultants. They have planned curriculum. Kenowa Hills Public Schools partnered with DeWys Manufacturing and Move Systems to create a state of the art learning experience location. The school will use a 3,324 sq.ft. space under the same roof as an advanced manufacturing company as a location for learning. In 2019-20 the courses will continue to expand with course offerings and additional STEM Lab equipment.	Community Engagement, Teacher Collaboration, Professional Learning, Career Preparation /Orientation, Technology, Curriculum Development, Materials, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$15000	Kent ISD STEM consultants, STEM Academy teaching staff and administrators
High School At-Risk Counselor - Section 31a	<p>The annual KHPS Section 31a needs assessment (for all students in the district) indicates a need for supplementary social and emotional support at the high school level. A plethora of research suggests that when schools fail to meet students' social and emotional needs, it restricts their access to the intended curriculum.</p> <p>The high school at-risk counselor will work with the population of students identified via the needs assessment who require supplemental social and emotional support. This counselor will not be involved in the traditional counseling duties (such as scheduling, college preparations, testing support). Instead, this employee will exclusively provide support above and beyond the supports that are already being provided by the general fund counselors. At-risk students serviced will include the McKinney Vento students.</p> <p>*SEE MEGS for costs</p>	Behavioral Support Program, Career Preparation /Orientation	Tier 2	Monitor	08/26/2019	06/05/2020	\$26500	High School At-Risk Counselor and High School Principal
High School Credit Recovery - Section 31a	<p>The annual KHPS Section 31a needs analysis revealed a significant number of students failing courses at the high school level. Supplemental support is needed to provide these students with an immediate, credit-recovering academic intervention. This supplemental program is a necessity in keeping students on a pathway toward on-time graduation and moreover, earning a high school diploma.</p> <p>*SEE MEGS for total costs</p>	Behavioral Support Program, Academic Support Program, Technology	Tier 2	Evaluate	08/26/2019	06/05/2020	\$26250	Credit Recovery Coordinator and High School Principal.

District Improvement Plan

Kenowa Hills Public Schools

High School At-Risk Counselor - Section 31a	<p>The annual KHPS Section 31a needs assessment (for all students in the district) indicates a need for supplementary social and emotional support at the high school level. A plethora of research suggests that when schools fail to meet students' social and emotional needs, it restricts their access to the intended curriculum.</p> <p>The high school at-risk counselor will work with the population of students identified via the needs assessment who require supplemental social and emotional support. This counselor will not be involved in the traditional counseling duties (such as scheduling, college preparations, testing support). Instead, this employee will exclusively provide support above and beyond the supports that are already being provided by the general fund counselors. At-risk students serviced will include the McKinney Vento students.</p> <p>*SEE MEGS for costs</p>	Teacher Collaboration, Behavioral Support Program, Academic Support Program, Career Preparation /Orientation	Tier 2	Monitor	08/26/2019	06/05/2020	\$26500	High School at-risk Counselor and High School Principal.
High School Credit Recovery - Section 31a	<p>The annual KHPS Section 31a needs analysis revealed a significant number of students failing courses at the high school level. Supplemental support is needed to provide these students with an immediate, credit-recovering academic intervention. This supplemental program is a necessity in keeping students on a pathway toward on-time graduation and moreover, earning a high school diploma.</p> <p>*SEE MEGS for total costs</p>	Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology	Tier 2	Monitor	08/26/2019	06/05/2020	\$26250	Credit Recovery Coordinator, Teaching Staff and High School Principal.

District Improvement Plan

Kenowa Hills Public Schools

High School At-Risk Counselor - Section 31a	<p>The annual KHPS Section 31a needs assessment (for all students in the district) indicates a need for supplementary social and emotional support at the high school level. A plethora of research suggests that when schools fail to meet students' social and emotional needs, it restricts their access to the intended curriculum.</p> <p>The high school at-risk counselor will work with the population of students identified via the needs assessment who require supplemental social and emotional support. This counselor will not be involved in the traditional counseling duties (such as scheduling, college preparations, testing support). Instead, this employee will exclusively provide support above and beyond the supports that are already being provided by the general fund counselors. At-risk students serviced will include the McKinney Vento students.</p> <p>*SEE MEGS for costs</p>	Behavioral Support Program, Academic Support Program, Career Preparation /Orientation	Tier 2	Monitor	08/26/2019	06/05/2020	\$26500	High School At-Risk Counselor and High School Principal
High School Credit Recovery - Section 31a	<p>The annual KHPS Section 31a needs analysis revealed a significant number of students failing courses at the high school level. Supplemental support is needed to provide these students with an immediate, credit-recovering academic intervention. This supplemental program is a necessity in keeping students on a pathway toward on-time graduation and moreover, earning a high school diploma.</p> <p>*SEE MEGS for total costs</p>	Academic Support Program, Career Preparation /Orientation, Technology, Direct Instruction	Tier 2	Monitor	08/26/2019	06/05/2020	\$26250	Credit Recovery teaching staff and principal
AP Fee Waiver - 31a	AP testing fee waiver would be applied to our HS at-risk students using 31a grant funds.	Academic Support Program, Career Preparation /Orientation	Tier 1	Implement	01/01/2020	06/05/2020	\$750	High School principal and counselors
AP Testing Fees Waiver - 31a	At-Risk students will be able to get their AP testing fees waived.	Academic Support Program, Career Preparation /Orientation	Tier 1	Implement	01/07/2020	05/29/2020	\$750	High School Principal and staff

District Improvement Plan

Kenowa Hills Public Schools

PBIS Coordinator	<p>Under the direction of the PBIS Manager, the PBIS Coordinator/Coach will be responsible for the overall management of the Positive Behavioral Interventions and Supports program including providing training and technical assistance to school teams and PBIS Coaches to maintain and develop school-wide PBIS systems.</p> <p>Facilitate sustainability and expansion of PBIS practices district-wide.</p> <p>Provide and/or facilitate quality training at all three tiers of PBIS: universal, secondary and tertiary.</p> <p>Ongoing support to district level PBIS Coaches.</p> <p>Oversee district level data collection, management and analysis.</p> <p>Train and provide ongoing technical and data analysis support to staff who use school-wide data collection systems</p> <p>Train and provide ongoing technical and data analysis support to staff who use secondary tier data collection systems</p> <p>Collect and monitor school and district databases to track and analyze student behavioral data including office discipline referrals, suspensions, team implementation, and coach assessment of schoolwide implementation</p> <p>Develop collaboration with multiple district departments and initiatives including True Success, diversity and cultural competency, classroom management, specialized behavioral interventions, and data warehousing and support</p> <p>Participate in regional leadership conferences and meetings.</p> <p>Ongoing coaching of school-based PBIS teams.</p> <p>SEE MEGS for Costs</p>	Behavioral Support Program, Parent Involvement, Policy and Process, Academic Support Program, Professional Learning	Tier 2	Implement	08/26/2019	06/05/2020	\$8274	MTSS Coordinator, principals and building staff
Engineering and Computer Science Courses	<p>Michigan has new computer science standards released in 2018-19. KHPS understands the importance of our students being career and college ready upon graduation. Two new courses are being created to meet the needs of our students. Intro to Engineering Design and Computer Science Essentials will be offered as courses in 2019-20. The teacher of these courses is receiving professional development in the program Project Lead the Way. This professional development will help him create a relevant and rigorous curriculum for our new courses.</p>	Teacher Collaboration, Professional Learning, Technology, Curriculum Development, Materials, Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$16000	Teachers and administrators

District Improvement Plan

Kenowa Hills Public Schools

Engineering and Computer Science Courses	Michigan has new computer science standards released in 2018-19. KHPS understands the importance of our students being career and college ready upon graduation. Two new courses are being created to meet the needs of our students. Intro to Engineering Design and Computer Science Essentials will be offered as courses in 2019-20. The teacher of these courses is receiving professional development in the program Project Lead the Way. This professional development will help him create a relevant and rigorous curriculum for our new courses.	Teacher Collaboration, Professional Learning, Technology, Curriculum Development, Materials, Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$16000	Teachers and administrators
AP Testing Fees Waiver - 31a	AP Fee waiver will be available to at-risk students.	Academic Support Program	Tier 2	Implement	01/06/2020	05/28/2020	\$750	High school counselors and AP Teaching Staff
AP Testing Fees Waiver - 31a	AP Fee Waivers are available for at-risk students.	Academic Support Program	Tier 2	Implement	01/06/2020	05/29/2020	\$750	High School Counselors and AP Teaching Staff

District Improvement Plan

Kenowa Hills Public Schools

PBIS Coordinator - Title IV	<p>Under the direction of the PBIS Manager, the PBIS Coordinator/Coach will be responsible for the overall management of the Positive Behavioral Interventions and Supports program including providing training and technical assistance to school teams and PBIS Coaches to maintain and develop school-wide PBIS systems.</p> <p>Facilitate sustainability and expansion of PBIS practices district-wide.</p> <p>Provide and/or facilitate quality training at all three tiers of PBIS: universal, secondary and tertiary.</p> <p>Ongoing support to district level PBIS Coaches.</p> <p>Oversee district level data collection, management and analysis.</p> <p>Train and provide ongoing technical and data analysis support to staff who use school-wide data collection systems</p> <p>Train and provide ongoing technical and data analysis support to staff who use secondary tier data collection systems</p> <p>Collect and monitor school and district databases to track and analyze student behavioral data including office discipline referrals, suspensions, team implementation, and coach assessment of schoolwide implementation</p> <p>Develop collaboration with multiple district departments and initiatives including True Success, diversity and cultural competency, classroom management, specialized behavioral interventions, and data warehousing and support</p> <p>Participate in regional leadership conferences and meetings.</p> <p>Ongoing coaching of school-based PBIS teams.</p> <p>SEE MEGS for Costs</p>	Behavioral Support Program, Parent Involvement, Policy and Process, Academic Support Program, Professional Learning, Technology, Direct Instruction	Tier 2	Implement	08/26/2019	06/05/2020	\$8274	High School Counselor and High School Principal
-----------------------------	--	---	--------	-----------	------------	------------	--------	---

District Improvement Plan

Kenowa Hills Public Schools

PBIS Coordinator - Title IV	<p>Under the direction of the PBIS Manager, the PBIS Coordinator/Coach will be responsible for the overall management of the Positive Behavioral Interventions and Supports program including providing training and technical assistance to school teams and PBIS Coaches to maintain and develop school-wide PBIS systems.</p> <p>Facilitate sustainability and expansion of PBIS practices district-wide.</p> <p>Provide and/or facilitate quality training at all three tiers of PBIS: universal, secondary and tertiary.</p> <p>Ongoing support to district level PBIS Coaches.</p> <p>Oversee district level data collection, management and analysis.</p> <p>Train and provide ongoing technical and data analysis support to staff who use school-wide data collection systems</p> <p>Train and provide ongoing technical and data analysis support to staff who use secondary tier data collection systems</p> <p>Collect and monitor school and district databases to track and analyze student behavioral data including office discipline referrals, suspensions, team implementation, and coach assessment of schoolwide implementation</p> <p>Develop collaboration with multiple district departments and initiatives including True Success, diversity and cultural competency, classroom management, specialized behavioral interventions, and data warehousing and support</p> <p>Participate in regional leadership conferences and meetings.</p> <p>Ongoing coaching of school-based PBIS teams.</p> <p>SEE MEGS for Costs</p>	Teacher Collaboration, Parent Involvement, Academic Support Program, Career Preparation /Orientation, Technology	Tier 2	Implement	08/26/2019	06/05/2020	\$8274	PBIS Coordinator, Building Principals and Teaching Staff
-----------------------------	--	--	--------	-----------	------------	------------	--------	--

District Improvement Plan

Kenowa Hills Public Schools

PBIS Coordinator - Title IV	<p>Under the direction of the PBIS Manager, the PBIS Coordinator/Coach will be responsible for the overall management of the Positive Behavioral Interventions and Supports program including providing training and technical assistance to school teams and PBIS Coaches to maintain and develop school-wide PBIS systems.</p> <p>Facilitate sustainability and expansion of PBIS practices district-wide.</p> <p>Provide and/or facilitate quality training at all three tiers of PBIS: universal, secondary and tertiary.</p> <p>Ongoing support to district level PBIS Coaches.</p> <p>Oversee district level data collection, management and analysis.</p> <p>Train and provide ongoing technical and data analysis support to staff who use school-wide data collection systems</p> <p>Train and provide ongoing technical and data analysis support to staff who use secondary tier data collection systems</p> <p>Collect and monitor school and district databases to track and analyze student behavioral data including office discipline referrals, suspensions, team implementation, and coach assessment of schoolwide implementation</p> <p>Develop collaboration with multiple district departments and initiatives including True Success, diversity and cultural competency, classroom management, specialized behavioral interventions, and data warehousing and support</p> <p>Participate in regional leadership conferences and meetings.</p> <p>Ongoing coaching of school-based PBIS teams.</p> <p>SEE MEGS for Costs</p>	Teacher Collaboration, Behavioral Support Program, Parent Involvement, Policy and Process, Academic Support Program, Technology, Direct Instruction	Tier 2		08/26/2019	06/05/2020	\$8274	PBIS Coordinator, Building Principals, Teaching Staff
Secondary Extended Year - 31a	<p>Extended year opportunities are offered to students as a part of our journey to become a competency-based school system. This extended year time gives students more time to master important concepts needed for the next year's work or for future college and career readiness. The extended year runs for 2 weeks after school is dismissed.</p>	Academic Support Program, Career Preparation /Orientation, Technology, Direct Instruction	Tier 2	Implement	06/08/2020	06/19/2020	\$6000	Secondary Principals and Staff

District Improvement Plan

Kenowa Hills Public Schools

Secondary Extended Year - 31a	Extended year opportunities are offered to students as a part of our journey to become a competency-based school system. This extended year time gives students more time to master important concepts needed for the next year's work or for future college and career readiness. The extended year runs for 2 weeks after school is dismissed.	Academic Support Program, Career Preparation /Orientation, Technology, Direct Instruction	Tier 2	Implement	06/08/2020	06/19/2020	\$6000	Principals and Teaching Staff
Secondary Extended Year - 31a	Extended year opportunities are offered to students as a part of our journey to become a competency-based school system. This extended year time gives students more time to master important concepts needed for the next year's work or for future college and career readiness. The extended year runs for 2 weeks after school is dismissed.	Academic Support Program, Career Preparation /Orientation, Technology, Direct Instruction	Tier 2		06/08/2020	06/19/2020	\$6000	Principals and Teaching Staff
Secondary Extended Year - 31a	Extended year opportunities are offered to students as a part of our journey to become a competency-based school system. This extended year time gives students more time to master important concepts needed for the next year's work or for future college and career readiness. The extended year runs for 2 weeks after school is dismissed.	Academic Support Program, Career Preparation /Orientation, Technology, Direct Instruction	Tier 2	Implement	06/08/2020	06/19/2020	\$6000	Principals and Teaching Staff

Kenowa Hills Central Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------	-------	------------	----------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

Tier II Academic Intervention Specialists - Title I Part A	KHPS has adopted the Response to Intervention (RtI) framework as the MTTS. Our CNA shows gaps in subgroups' achievement. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction. *SEE MEGS for total costs	Academic Support Program	Tier 2	Monitor	08/26/2019	06/05/2020	\$105698	Academic Intervention Specialists, Elementary Principals, and Director of Curriculum and Instruction
--	---	--------------------------	--------	---------	------------	------------	----------	--

District Improvement Plan

Kenowa Hills Public Schools

Tier II Academic Intervention Specialists - Section 31a	<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTS. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>This Tier II intervention includes Middle School classes provided by Math and ELA teachers giving Tier II math and ELA support. There will also be a class at the Middle School focusing on Habits of Mind. The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.</p> <p>At the elementary level, our physical education, music, art and Spanish teachers will be trained by our instructional coaches to work with K-3 reading interventions with students when they are not teaching their specialist class.</p> <p>SEE MEGS for Funding</p>	Academic Support Program	Tier 2	Monitor	08/26/2019	06/05/2020	\$1625	K-12 Section 31a Academic Intervention Specialists, building Principals, and Director of Curriculum and Instruction
---	--	--------------------------	--------	---------	------------	------------	--------	---

District Improvement Plan

Kenowa Hills Public Schools

Summer School-Camp Kenowa- Title IA	<p>Based on Kenowa Hills' annual 31a needs analysis, students were identified as needing additional academic support beyond the traditional school year. Eligible students identified as needing supplementary instructional support will be invited to summer school and this includes any McKinney Vento student achieving below their grade level standards. Camp Kenowa includes K-5 students needing additional instruction in the core curriculum.</p> <p>Summer school is an activity that helps make time the variable and learning the constant. Research-driven instructional strategies will be implemented and evaluated with the intent of increasing academic achievement.</p> <p>Camp Kenowa is staffed by highly qualified teaching staff and runs for 4 four day a week sessions. in late July and early August.</p> <p>*SEE MEGS for total costs</p>	Academic Support Program, Technology	Tier 2	Monitor	06/10/2019	08/08/2019	\$9151	Summer School Coordinator and Instructional Staff
Reading and Writing Workshop	<p>Our K-12 ELA staff has been using the MAISA materials as the core materials used in their Reading and Writing Workshop instruction. These MAISA units are aligned with our State ELA standards.</p> <p>Classroom Learning Labs and KHPS Instructional Coaches will continue to support ELA instruction in our district.</p> <p>Our K-12 ELA classrooms each have a classroom library for students to choose books at their interest level and reading level. We budget replacement costs for each classroom library along with a small budget for new books.</p> <p>Our K-3 teachers use Phonics First and Grammar units as a supplement to their MAISA reading and writing units.</p> <p>KHPS instructional coaches attend the Literacy Coaches Network meetings at Kent ISD to continue their expertise in the area of language arts instruction.</p>	Teacher Collaboration, Professional Learning, Technology, Curriculum Development, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$23200	Grades PreK-12 ELA staff and administrators

District Improvement Plan

Kenowa Hills Public Schools

Science Kits and Professional Development	<p>The CNA shows that science scores are below the state average, so our teacher and administrator teams reviewed research-based science programs and materials that would align with the State standards (NGSS). The Foss Science Kits were chosen as we found them the most engaging and rigorous science instruction of the choices. The Foss Science Kits were implemented in Grades 3 and 5 in 2016-17, grades 2 and 4 in 2017-18 and grades K and 1 in 2018-19.</p> <p>In 2019-20 KHPS grades 6-8 science teachers will implement the Foss Science Instruction at the Middle School. This will give us K-8 alignment in our science curriculum.</p>	Professional Learning, Technology, Curriculum Development, Materials, Direct Instruction	Tier 1	Implement	08/27/2018	06/07/2019	\$62000	Foss Science Trainers, Grade K-8 Science Teaching Staff and Administrators
Extended Day Learning Opportunities - Section 31a	<p>Students have extended day learning activities to attend which aligns with our move to a competency-based personalized learning system of education where time is the variable and learning is the constant. The elementary buildings host after school tutoring 2-3 days a week with transportation provided. All teachers are highly qualified staff. Students work on standards not yet mastered during the regular school day. There is an emphasis on reading and math during tutoring hours.</p> <p>The Middle School is doing what is called a 7th hour after school learning opportunity. The after school learning time is staffed by certified teaching staff and transportation for students is provided. Students work on mastering core curriculum standards that were not yet mastered during the school year.</p> <p>SEE MEGS for funding.</p>	Academic Support Program, Technology, Direct Instruction	Tier 2	Monitor	09/09/2019	06/05/2020	\$5500	Teaching Staff and Administrators

District Improvement Plan

Kenowa Hills Public Schools

Tier II Academic Intervention Specialists - Title I Part A	<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTS. Our CNA shows gaps in subgroups' achievement. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>*SEE MEGS for total costs</p>	Teacher Collaboration, Academic Support Program, Technology, Direct Instruction	Tier 2	Monitor	08/26/2019	06/05/2020	\$105698	Academic Intervention Specialists, Elementary Principals, and Director of Curriculum and Instruction
Summer School-Camp Kenowa- Title IA	<p>Based on Kenowa Hills' annual 31a needs analysis, students were identified as needing additional academic support beyond the traditional school year. Eligible students identified as needing supplementary instructional support will be invited to summer school and this includes any McKinney Vento student achieving below their grade level standards. Camp Kenowa includes K-5 students needing additional instruction in the core curriculum.</p> <p>Summer school is an activity that helps make time the variable and learning the constant. Research-driven instructional strategies will be implemented and evaluated with the intent of increasing academic achievement.</p> <p>Camp Kenowa is staffed by highly qualified teaching staff and runs for 4 weeks Monday through Friday in late July and early August.</p> <p>SEE MEGS for final costs</p>	Teacher Collaboration, Academic Support Program, Career Preparation /Orientation, Technology, Direct Instruction	Tier 2	Monitor	06/10/2019	08/08/2019	\$9151	Summer School Coordinator and Instructional Staff.

District Improvement Plan

Kenowa Hills Public Schools

Extended Day Learning Opportunities - Section 31a	<p>Students have extended day learning activities to attend which aligns with our move to a competency-based personalized learning system of education where time is the variable and learning is the constant. The elementary buildings host after school tutoring 2-3 days a week with transportation provided. All teachers are highly qualified staff. Students work on standards not yet mastered during the regular school day. There is an emphasis on reading and math during tutoring hours.</p> <p>The Middle School is doing what is called a 7th hour after school learning opportunity. The after school learning time is staffed by certified teaching staff and transportation for students is provided. Students work on mastering core curriculum standards that were not yet mastered during the school year.</p> <p>SEE MEGS for funding.</p>	Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Direct Instruction	Tier 2	Monitor	09/09/2019	06/05/2020	\$5500	Certified teaching staff and administrators
Tier II Academic Intervention Specialists - Title I Part A	<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTs. Our CNA shows gaps in subgroups' achievement. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>*SEE MEGS for total costs</p>	Academic Support Program	Tier 2	Monitor	08/26/2019	06/05/2020	\$105698	Academic Intervention Specialists, Elementary Principals, and Director of Curriculum and Instruction.

District Improvement Plan

Kenowa Hills Public Schools

Tier II Academic Intervention Specialists - Section 31a	<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTS. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>When looking at CNA data, we find gaps in math instruction and lower growth in math on NWEA test results. This Tier II intervention includes Middle School classes provided by Math and ELA teachers giving Tier II math and ELA support.</p> <p>At the elementary level, our physical education, music, art and Spanish teachers will be trained by our instructional coaches to work with K-3 reading interventions with students when they are not teaching their specialist class.</p> <p>SEE MEGS for Funding</p>	Academic Support Program	Tier 2	Monitor	08/26/2019	06/05/2020	\$1625	Academic Intervention ists, Principals, Curriculum Director, Elementary Specialist Teachers
---	---	--------------------------	--------	---------	------------	------------	--------	---

District Improvement Plan

Kenowa Hills Public Schools

Tier II Academic Intervention Specialists - Section 31a	<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTS. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>This Tier II intervention includes Middle School classes provided by Math and ELA teachers giving Tier II math and ELA support. There will also be a class at the Middle School focusing on Habits of Mind. The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.</p> <p>At the elementary level, our physical education, music, art and Spanish teachers will be trained by our instructional coaches to work with K-3 reading interventions with students when they are not teaching their specialist class.</p> <p>SEE MEGS for Funding</p>	Academic Support Program	Tier 2	Monitor	08/26/2019	06/05/2020	\$1625	Academic Interventionists, Middle School Principal, Curriculum Director
---	--	--------------------------	--------	---------	------------	------------	--------	---

District Improvement Plan

Kenowa Hills Public Schools

Summer School-Camp Kenowa - Title I	<p>Based on Kenowa Hills' annual 31a needs analysis, students were identified as needing additional academic support beyond the traditional school year. Eligible students identified as needing supplementary instructional support will be invited to summer school and this includes any McKinney Vento student achieving below their grade level standards. Camp Kenowa includes K-5 students needing additional instruction in the core curriculum.</p> <p>Summer school is an activity that helps make time the variable and learning the constant. Research-driven instructional strategies will be implemented and evaluated with the intent of increasing academic achievement.</p> <p>Camp Kenowa is staffed by highly qualified teaching staff and runs for 4 four day a week sessions. in late July and early August</p> <p>*SEE MEGS for total costs</p>	Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Materials, Direct Instruction	Tier 2	Monitor	06/10/2019	08/08/2019	\$9151	Summer School Coordinator and Instructional Staff.
Extended Day Learning Opportunities - Section 31a	<p>Students have extended day learning activities to attend which aligns with our move to a competency-based personalized learning system of education where time is the variable and learning is the constant. The elementary buildings host after school tutoring 2-3 days a week with transportation provided. All teachers are highly qualified staff. Students work on standards not yet mastered during the regular school day. There is an emphasis on reading and math during tutoring hours.</p> <p>The Middle School is doing what is called a 7th hour after school learning opportunity. The after school learning time is staffed by certified teaching staff and transportation for students is provided. Students work on mastering core curriculum standards that were not yet mastered during the school year.</p> <p>SEE MEGS for funding.</p>	Teacher Collaboration, Academic Support Program, Technology, Direct Instruction	Tier 2	Monitor	09/09/2019	06/05/2020	\$5500	Certified Teaching Staff and Administrators

District Improvement Plan

Kenowa Hills Public Schools

Tier II Academic Intervention Specialists - Title I Part A	<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTS. Our CNA shows gaps in subgroups' achievement. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>*SEE MEGS for total costs</p>	Teacher Collaboration, Academic Support Program, Technology, Direct Instruction	Tier 2	Monitor	08/26/2019	06/05/2020	\$105698	Academic Intervention Specialists, Principals, and Director of Curriculum and Instruction.
--	--	---	--------	---------	------------	------------	----------	--

District Improvement Plan

Kenowa Hills Public Schools

Tier II Academic Intervention Specialists - Section 31a	<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTS. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>This Tier II intervention includes Middle School classes provided by Math and ELA teachers giving Tier II math and ELA support. There will also be a class at the Middle School focusing on Habits of Mind. The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.</p> <p>At the elementary level, our physical education, music, art and Spanish teachers will be trained by our instructional coaches to work with K-3 reading interventions with students when they are not teaching their specialist class.</p> <p>SEE MEGS for Funding</p>	Teacher Collaboration, Academic Support Program, Technology, Direct Instruction	Tier 2	Monitor	08/26/2019	06/05/2020	\$1625	Academic Interventionists, Middle School Principal, Curriculum Director, Elementary Specialist Teachers
---	--	---	--------	---------	------------	------------	--------	---

District Improvement Plan

Kenowa Hills Public Schools

Summer School-Camp Kenowa- Title IA	<p>Based on Kenowa Hills' annual 31a needs analysis, students were identified as needing additional academic support beyond the traditional school year. Eligible students identified as needing supplementary instructional support will be invited to summer school and this includes any McKinney Vento student achieving below their grade level standards. Camp Kenowa includes K-5 students needing additional instruction in the core curriculum.</p> <p>Summer school is an activity that helps make time the variable and learning the constant. Research-driven instructional strategies will be implemented and evaluated with the intent of increasing academic achievement.</p> <p>Camp Kenowa is staffed by highly qualified teaching staff and runs for 4 four day a week sessions. in late July and early August.</p> <p>*SEE MEGS for total costs</p>	Teacher Collaboration, Academic Support Program, Technology	Tier 2	Monitor	06/10/2019	08/08/2019	\$9151	Summer School Coordinator and Instructional Staff
Extended Day Learning Opportunities - Section 31a	<p>Students have extended day learning activities to attend which aligns with our move to a competency-based personalized learning system of education where time is the variable and learning is the constant. The elementary buildings host after school tutoring 2-3 days a week with transportation provided. All teachers are highly qualified staff. Students work on standards not yet mastered during the regular school day. There is an emphasis on reading and math during tutoring hours.</p> <p>The Middle School is doing what is called a 7th hour after school learning opportunity. The after school learning time is staffed by certified teaching staff and transportation for students is provided. Students work on mastering core curriculum standards that were not yet mastered during the school year.</p> <p>SEE MEGS for funding.</p>	Teacher Collaboration, Academic Support Program, Technology, Direct Instruction	Tier 2	Monitor	09/09/2019	06/05/2020	\$5500	Certified Teaching Staff and Administrators

District Improvement Plan

Kenowa Hills Public Schools

Elementary STEM Specialist Class	<p>Our CNA data shows that we have a weakness in science scores at the elementary level. It was decided to try to incorporate more NGSS STEM materials into the elementary curriculum.</p> <p>Two K-5 STEM specialist teachers were hired and will engage in STEM related lessons during the school year which started in February 2018. Kent ISD STEM consultants worked with the specialist STEM staff and created lessons for them to use to integrate STEM into their weekly specialist classes. Each STEM teacher sees each PreK-5 classroom for 45 minutes per week for instruction.</p>	Teacher Collaboration, Supplemental Materials, Professional Learning, Technology, Materials, Direct Instruction	Tier 1	Monitor	08/05/2019	06/05/2020	\$7875	K-5 STEM Teachers, Curriculum Director
Elementary STEM Specialist Class	<p>Our CNA data shows that we have a weakness in science scores at the elementary level. It was decided to try to incorporate more NGSS STEM materials into the elementary curriculum.</p> <p>Two K-5 STEM specialist teachers were hired and will engage in STEM related lessons during the school year which started in February 2018. Kent ISD STEM consultants worked with the specialist STEM staff and created lessons for them to use to integrate STEM into their weekly specialist classes. Each STEM teacher sees each PreK-5 classroom for 45 minutes per week for instruction.</p>	Teacher Collaboration, Professional Learning, Technology, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$7875	K-5 STEM teachers, curriculum director
Essential Instructional Practices in Early Literacy	<p>Our CNA shows gaps in reading with our subgroups. To improve reading achievement and reach a goal of all students reading by grade 3. KHPS has implemented a literacy coaching model that has all KHPS K-3 teaching staff receiving professional development related to the Essential Instructional Practices in Early Literacy. Each instructional coach spends time in classrooms and with teachers during PLC time to ensure that these researched instructional practices are implemented at the Tier 1 level.</p> <p>KHPS also offers K-3 after school tutoring with transportation to students reading below grade level.</p>	Teacher Collaboration, Parent Involvement, Professional Learning, Technology, Curriculum Development, Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$34000	K-5 teaching staff and instructional coaches

Alpine Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------	-------	------------	----------	-------------------	-------------------

District Improvement Plan

Kenowa Hills Public Schools

Tier II Academic Intervention Specialists - Title I Part A	KHPS has adopted the Response to Intervention (RtI) framework as the MTTS. Our CNA shows gaps in subgroups' achievement. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction. *SEE MEGS for total costs	Academic Support Program	Tier 2	Monitor	08/26/2019	06/05/2020	\$105698	Academic Intervention Specialists, Elementary Principals, and Director of Curriculum and Instruction
--	---	--------------------------	--------	---------	------------	------------	----------	--

District Improvement Plan

Kenowa Hills Public Schools

Tier II Academic Intervention Specialists - Section 31a	<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTS. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>This Tier II intervention includes Middle School classes provided by Math and ELA teachers giving Tier II math and ELA support. There will also be a class at the Middle School focusing on Habits of Mind. The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.</p> <p>At the elementary level, our physical education, music, art and Spanish teachers will be trained by our instructional coaches to work with K-3 reading interventions with students when they are not teaching their specialist class.</p> <p>SEE MEGS for Funding</p>	Academic Support Program	Tier 2	Monitor	08/26/2019	06/05/2020	\$1625	K-12 Section 31a Academic Intervention Specialists, building Principals, and Director of Curriculum and Instruction
---	--	--------------------------	--------	---------	------------	------------	--------	---

District Improvement Plan

Kenowa Hills Public Schools

Summer School-Camp Kenowa- Title IA	<p>Based on Kenowa Hills' annual 31a needs analysis, students were identified as needing additional academic support beyond the traditional school year. Eligible students identified as needing supplementary instructional support will be invited to summer school and this includes any McKinney Vento student achieving below their grade level standards. Camp Kenowa includes K-5 students needing additional instruction in the core curriculum.</p> <p>Summer school is an activity that helps make time the variable and learning the constant. Research-driven instructional strategies will be implemented and evaluated with the intent of increasing academic achievement.</p> <p>Camp Kenowa is staffed by highly qualified teaching staff and runs for 4 four day a week sessions. in late July and early August.</p> <p>*SEE MEGS for total costs</p>	Academic Support Program, Technology	Tier 2	Monitor	06/10/2019	08/08/2019	\$9151	Summer School Coordinator and Instructional Staff
Reading and Writing Workshop	<p>Our K-12 ELA staff has been using the MAISA materials as the core materials used in their Reading and Writing Workshop instruction. These MAISA units are aligned with our State ELA standards.</p> <p>Classroom Learning Labs and KHPS Instructional Coaches will continue to support ELA instruction in our district.</p> <p>Our K-12 ELA classrooms each have a classroom library for students to choose books at their interest level and reading level. We budget replacement costs for each classroom library along with a small budget for new books.</p> <p>Our K-3 teachers use Phonics First and Grammar units as a supplement to their MAISA reading and writing units.</p> <p>KHPS instructional coaches attend the Literacy Coaches Network meetings at Kent ISD to continue their expertise in the area of language arts instruction.</p>	Teacher Collaboration, Professional Learning, Technology, Curriculum Development, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$23200	Grades PreK-12 ELA staff and administrators

District Improvement Plan

Kenowa Hills Public Schools

Science Kits and Professional Development	<p>The CNA shows that science scores are below the state average, so our teacher and administrator teams reviewed research-based science programs and materials that would align with the State standards (NGSS). The Foss Science Kits were chosen as we found them the most engaging and rigorous science instruction of the choices. The Foss Science Kits were implemented in Grades 3 and 5 in 2016-17, grades 2 and 4 in 2017-18 and grades K and 1 in 2018-19.</p> <p>In 2019-20 KHPS grades 6-8 science teachers will implement the Foss Science Instruction at the Middle School. This will give us K-8 alignment in our science curriculum.</p>	Professional Learning, Technology, Curriculum Development, Materials, Direct Instruction	Tier 1	Implement	08/27/2018	06/07/2019	\$62000	Foss Science Trainers, Grade K-8 Science Teaching Staff and Administrators
KSSN Community School Support - Section 31a	<p>Kent School Services Network (KSSN) brings health and human services into the school building to serve students and families. This idea is called a "community school."</p> <p>Placing services at school removes many barriers that families have, and helps keep students in class. When students are in class, they can keep learning and achieving.</p> <p>The goals of KSSN Staff:</p> <ul style="list-style-type: none"> •Increase student achievement •Lower student absences •Improve coordination of services •Deliver health and human services as they are needed <p>SEE MEGS for Cost</p>	Community Engagement, Teacher Collaboration, Behavioral Support Program, Parent Involvement, Academic Support Program	Tier 2	Monitor	08/26/2019	06/05/2020	\$4500	Building Staff, KSSN Staff and Building Principal

District Improvement Plan

Kenowa Hills Public Schools

Extended Day Learning Opportunities - Section 31a	<p>Students have extended day learning activities to attend which aligns with our move to a competency-based personalized learning system of education where time is the variable and learning is the constant. The elementary buildings host after school tutoring 2-3 days a week with transportation provided. All teachers are highly qualified staff. Students work on standards not yet mastered during the regular school day. There is an emphasis on reading and math during tutoring hours.</p> <p>The Middle School is doing what is called a 7th hour after school learning opportunity. The after school learning time is staffed by certified teaching staff and transportation for students is provided. Students work on mastering core curriculum standards that were not yet mastered during the school year.</p> <p>SEE MEGS for funding.</p>	Academic Support Program, Technology , Direct Instruction	Tier 2	Monitor	09/09/2019	06/05/2020	\$5500	Teaching Staff and Administrators
Tier II Academic Intervention Specialists - Title I Part A	<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTs. Our CNA shows gaps in subgroups' achievement. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>*SEE MEGS for total costs</p>	Teacher Collaboration, Academic Support Program, Technology , Direct Instruction	Tier 2	Monitor	08/26/2019	06/05/2020	\$105698	Academic Intervention Specialists, Elementary Principals, and Director of Curriculum and Instruction

District Improvement Plan

Kenowa Hills Public Schools

Summer School-Camp Kenowa- Title IA	<p>Based on Kenowa Hills' annual 31a needs analysis, students were identified as needing additional academic support beyond the traditional school year. Eligible students identified as needing supplementary instructional support will be invited to summer school and this includes any McKinney Vento student achieving below their grade level standards. Camp Kenowa includes K-5 students needing additional instruction in the core curriculum.</p> <p>Summer school is an activity that helps make time the variable and learning the constant. Research-driven instructional strategies will be implemented and evaluated with the intent of increasing academic achievement.</p> <p>Camp Kenowa is staffed by highly qualified teaching staff and runs for 4 weeks Monday through Friday in late July and early August.</p> <p>SEE MEGS for final costs</p>	Teacher Collaboration, Academic Support Program, Career Preparation /Orientation, Technology, Direct Instruction	Tier 2	Monitor	06/10/2019	08/08/2019	\$9151	Summer School Coordinator and Instructional Staff.
KSSN Community School Support - Section 31a	<p>Kent School Services Network (KSSN) brings health and human services into the school building to serve students and families. This idea is called a "community school."</p> <p>Placing services at school removes many barriers that families have, and helps keep students in class. When students are in class, they can keep learning and achieving.</p> <p>The goals of KSSN Staff:</p> <ul style="list-style-type: none"> •Increase student achievement •Lower student absences •Improve coordination of services •Deliver health and human services as they are needed <p>SEE MEGS for Cost</p>	Community Engagement, Teacher Collaboration, Behavioral Support Program, Parent Involvement, Academic Support Program	Tier 2	Monitor	08/26/2019	06/05/2020	\$4500	Building staff, KSSN staff, and building principal

District Improvement Plan

Kenowa Hills Public Schools

Extended Day Learning Opportunities - Section 31a	<p>Students have extended day learning activities to attend which aligns with our move to a competency-based personalized learning system of education where time is the variable and learning is the constant. The elementary buildings host after school tutoring 2-3 days a week with transportation provided. All teachers are highly qualified staff. Students work on standards not yet mastered during the regular school day. There is an emphasis on reading and math during tutoring hours.</p> <p>The Middle School is doing what is called a 7th hour after school learning opportunity. The after school learning time is staffed by certified teaching staff and transportation for students is provided. Students work on mastering core curriculum standards that were not yet mastered during the school year.</p> <p>SEE MEGS for funding.</p>	Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Direct Instruction	Tier 2	Monitor	09/09/2019	06/05/2020	\$5500	Certified teaching staff and administrators
Tier II Academic Intervention Specialists - Title I Part A	<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTs. Our CNA shows gaps in subgroups' achievement. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>*SEE MEGS for total costs</p>	Academic Support Program	Tier 2	Monitor	08/26/2019	06/05/2020	\$105698	Academic Intervention Specialists, Elementary Principals, and Director of Curriculum and Instruction.

District Improvement Plan

Kenowa Hills Public Schools

Tier II Academic Intervention Specialists - Section 31a	<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTS. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>When looking at CNA data, we find gaps in math instruction and lower growth in math on NWEA test results. This Tier II intervention includes Middle School classes provided by Math and ELA teachers giving Tier II math and ELA support.</p> <p>At the elementary level, our physical education, music, art and Spanish teachers will be trained by our instructional coaches to work with K-3 reading interventions with students when they are not teaching their specialist class.</p> <p>SEE MEGS for Funding</p>	Academic Support Program	Tier 2	Monitor	08/26/2019	06/05/2020	\$1625	Academic Intervention ists, Principals, Curriculum Director, Elementary Specialist Teachers
---	---	--------------------------	--------	---------	------------	------------	--------	---

District Improvement Plan

Kenowa Hills Public Schools

Tier II Academic Intervention Specialists - Section 31a	<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTS. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>This Tier II intervention includes Middle School classes provided by Math and ELA teachers giving Tier II math and ELA support. There will also be a class at the Middle School focusing on Habits of Mind. The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.</p> <p>At the elementary level, our physical education, music, art and Spanish teachers will be trained by our instructional coaches to work with K-3 reading interventions with students when they are not teaching their specialist class.</p> <p>SEE MEGS for Funding</p>	Academic Support Program	Tier 2	Monitor	08/26/2019	06/05/2020	\$1625	Academic Interventionists, Middle School Principal, Curriculum Director
---	--	--------------------------	--------	---------	------------	------------	--------	---

District Improvement Plan

Kenowa Hills Public Schools

Summer School-Camp Kenowa - Title I	<p>Based on Kenowa Hills' annual 31a needs analysis, students were identified as needing additional academic support beyond the traditional school year. Eligible students identified as needing supplementary instructional support will be invited to summer school and this includes any McKinney Vento student achieving below their grade level standards. Camp Kenowa includes K-5 students needing additional instruction in the core curriculum.</p> <p>Summer school is an activity that helps make time the variable and learning the constant. Research-driven instructional strategies will be implemented and evaluated with the intent of increasing academic achievement.</p> <p>Camp Kenowa is staffed by highly qualified teaching staff and runs for 4 four day a week sessions. in late July and early August</p> <p>*SEE MEGS for total costs</p>	Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Materials, Direct Instruction	Tier 2	Monitor	06/10/2019	08/08/2019	\$9151	Summer School Coordinator and Instructional Staff.
KSSN Community School Support - Section 31a	<p>Kent School Services Network (KSSN) brings health and human services into the school building to serve students and families. This idea is called a "community school."</p> <p>Placing services at school removes many barriers that families have, and helps keep students in class. When students are in class, they can keep learning and achieving.</p> <p>The goals of KSSN Staff:</p> <ul style="list-style-type: none"> •Increase student achievement •Lower student absences •Improve coordination of services •Deliver health and human services as they are needed <p>SEE MEGS for Cost</p>	Community Engagement, Teacher Collaboration, Behavioral Support Program, Parent Involvement, Academic Support Program, Technology	Tier 2	Monitor	08/26/2019	06/05/2020	\$4500	KSSN Staff, Building Principal and Teaching Staff

District Improvement Plan

Kenowa Hills Public Schools

Extended Day Learning Opportunities - Section 31a	<p>Students have extended day learning activities to attend which aligns with our move to a competency-based personalized learning system of education where time is the variable and learning is the constant. The elementary buildings host after school tutoring 2-3 days a week with transportation provided. All teachers are highly qualified staff. Students work on standards not yet mastered during the regular school day. There is an emphasis on reading and math during tutoring hours.</p> <p>The Middle School is doing what is called a 7th hour after school learning opportunity. The after school learning time is staffed by certified teaching staff and transportation for students is provided. Students work on mastering core curriculum standards that were not yet mastered during the school year.</p> <p>SEE MEGS for funding.</p>	Teacher Collaboration, Academic Support Program, Technology, Direct Instruction	Tier 2	Monitor	09/09/2019	06/05/2020	\$5500	Certified Teaching Staff and Administrators
Tier II Academic Intervention Specialists - Title I Part A	<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTs. Our CNA shows gaps in subgroups' achievement. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>*SEE MEGS for total costs</p>	Teacher Collaboration, Academic Support Program, Technology, Direct Instruction	Tier 2	Monitor	08/26/2019	06/05/2020	\$105698	Academic Intervention Specialists, Principals, and Director of Curriculum and Instruction.

District Improvement Plan

Kenowa Hills Public Schools

<p>Tier II Academic Intervention Specialists - Section 31a</p>	<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTS. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>This Tier II intervention includes Middle School classes provided by Math and ELA teachers giving Tier II math and ELA support. There will also be a class at the Middle School focusing on Habits of Mind. The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.</p> <p>At the elementary level, our physical education, music, art and Spanish teachers will be trained by our instructional coaches to work with K-3 reading interventions with students when they are not teaching their specialist class.</p> <p>SEE MEGS for Funding</p>	<p>Teacher Collaboration, Academic Support Program, Technology, Direct Instruction</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/26/2019</p>	<p>06/05/2020</p>	<p>\$1625</p>	<p>Academic Interventionists, Middle School Principal, Curriculum Director, Elementary Specialist Teachers</p>
--	--	--	---------------	----------------	-------------------	-------------------	---------------	--

District Improvement Plan

Kenowa Hills Public Schools

Summer School-Camp Kenowa- Title IA	<p>Based on Kenowa Hills' annual 31a needs analysis, students were identified as needing additional academic support beyond the traditional school year. Eligible students identified as needing supplementary instructional support will be invited to summer school and this includes any McKinney Vento student achieving below their grade level standards. Camp Kenowa includes K-5 students needing additional instruction in the core curriculum.</p> <p>Summer school is an activity that helps make time the variable and learning the constant. Research-driven instructional strategies will be implemented and evaluated with the intent of increasing academic achievement.</p> <p>Camp Kenowa is staffed by highly qualified teaching staff and runs for 4 four day a week sessions. in late July and early August.</p> <p>*SEE MEGS for total costs</p>	Teacher Collaboration, Academic Support Program, Technology	Tier 2	Monitor	06/10/2019	08/08/2019	\$9151	Summer School Coordinator and Instructional Staff
KSSN Community School Support - Section 31a	<p>Kent School Services Network (KSSN) brings health and human services into the school building to serve students and families. This idea is called a "community school."</p> <p>Placing services at school removes many barriers that families have, and helps keep students in class. When students are in class, they can keep learning and achieving.</p> <p>The goals of KSSN Staff:</p> <ul style="list-style-type: none"> •Increase student achievement •Lower student absences •Improve coordination of services •Deliver health and human services as they are needed <p>SEE MEGS for Cost</p>	Community Engagement, Behavioral Support Program, Parent Involvement, Academic Support Program	Tier 2	Monitor	08/26/2019	06/05/2020	\$4500	KSSN Staff and Teachers

District Improvement Plan

Kenowa Hills Public Schools

Extended Day Learning Opportunities - Section 31a	<p>Students have extended day learning activities to attend which aligns with our move to a competency-based personalized learning system of education where time is the variable and learning is the constant. The elementary buildings host after school tutoring 2-3 days a week with transportation provided. All teachers are highly qualified staff. Students work on standards not yet mastered during the regular school day. There is an emphasis on reading and math during tutoring hours.</p> <p>The Middle School is doing what is called a 7th hour after school learning opportunity. The after school learning time is staffed by certified teaching staff and transportation for students is provided. Students work on mastering core curriculum standards that were not yet mastered during the school year.</p> <p>SEE MEGS for funding.</p>	Teacher Collaboration, Academic Support Program, Technology, Direct Instruction	Tier 2	Monitor	09/09/2019	06/05/2020	\$5500	Certified Teaching Staff and Administrators
Elementary STEM Specialist Class	<p>Our CNA data shows that we have a weakness in science scores at the elementary level. It was decided to try to incorporate more NGSS STEM materials into the elementary curriculum.</p> <p>Two K-5 STEM specialist teachers were hired and will engage in STEM related lessons during the school year which started in February 2018. Kent ISD STEM consultants worked with the specialist STEM staff and created lessons for them to use to integrate STEM into their weekly specialist classes. Each STEM teacher sees each PreK-5 classroom for 45 minutes per week for instruction.</p>	Teacher Collaboration, Supplemental Materials, Professional Learning, Technology, Materials, Direct Instruction	Tier 1	Monitor	08/05/2019	06/05/2020	\$7875	K-5 STEM Teachers, Curriculum Director
Elementary STEM Specialist Class	<p>Our CNA data shows that we have a weakness in science scores at the elementary level. It was decided to try to incorporate more NGSS STEM materials into the elementary curriculum.</p> <p>Two K-5 STEM specialist teachers were hired and will engage in STEM related lessons during the school year which started in February 2018. Kent ISD STEM consultants worked with the specialist STEM staff and created lessons for them to use to integrate STEM into their weekly specialist classes. Each STEM teacher sees each PreK-5 classroom for 45 minutes per week for instruction.</p>	Teacher Collaboration, Professional Learning, Technology, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$7875	K-5 STEM teachers, curriculum director

District Improvement Plan

Kenowa Hills Public Schools

Essential Instructional Practices in Early Literacy	<p>Our CNA shows gaps in reading with our subgroups. To improve reading achievement and reach a goal of all students reading by grade 3. KHPS has implemented a literacy coaching model that has all KHPS K-3 teaching staff receiving professional development related to the Essential Instructional Practices in Early Literacy. Each instructional coach spends time in classrooms and with teachers during PLC time to ensure that these researched instructional practices are implemented at the Tier 1 level.</p> <p>KHPS also offers K-3 after school tutoring with transportation to students reading below grade level.</p>	Teacher Collaboration, Parent Involvement, Professional Learning, Technology, Curriculum Development, Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$34000	K-5 teaching staff and instructional coaches
---	--	--	--------	-----------	------------	------------	---------	--