School Improvement Plan

Kenowa Hills Middle School

Kenowa Hills Public Schools

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3950 HENDERSHOT AVE NW
GRAND RAPIDS, MI 49544-9794

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Improvement Plan Assurance

Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

2019-2020 School Improvement Plan

Overview

Plan Name

2019-2020 School Improvement Plan

Plan Description

This is our plan for meeting our goals for the 19-20 school year.

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 be proficient in English Language Arts.	Objectives: 4 Strategies: 4 Activities: 17	Academic	$0
2	All students will be proficient in Math.	Objectives: 2 Strategies: 4 Activities: 18	Academic	$0
3	All students will be proficient in Science.	Objectives: 2 Strategies: 4 Activities: 18	Academic	$0
4	All students will be proficient in Social Studies.	Objectives: 2 Strategies: 4 Activities: 18	Academic	$0
5	All students will be proficient in writing.	Objectives: 2 Strategies: 3 Activities: 8	Academic	$0
6	80% of all students and staff will experience and implement personal learning in a competency based environment	Objectives: 1 Strategies: 1 Activities: 4	Academic	$0
7	Kenowa Hills Middle School will support the social and emotional needs of all students.	Objectives: 1 Strategies: 4 Activities: 7	Organizational	$0
8	All Students will complete an EDP by the end of 8th grade.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$0

Goal 1: All students will be proficient in English Language Arts.

Measurable Objective 1:

A 2% increase of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in comprehension of informational text in English Language Arts by 06/12/2020 as measured by the NWEA.

(shared) Strategy 1:

Guaranteed and Viable Curriculum in ELA - 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.

Category: English/Language Arts

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.

Tier: Tier 1

Activity - Multi-tiered System of Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.). Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.	Technology, Behavioral Support Program, Academic Support Program, Policy and Process, Teacher Collaboration	Tier 1	Implement	08/23/2019	06/12/2020	$0	General Fund	All certified staff grades 6-8

Activity - Instructional Coaches	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Instructional coaches will be used to help drive instruction. They will meet with teachers, help develop individual goals, give feedback and provide resources. | Walkthrough, Technology, Teacher Collaboration, Direct Instruction, Professional Learning | Tier 1 | Implement | 08/23/2019 | 06/12/2020 | $0 | Section 31a | Instructional Coaches |

Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in need of more time and instruction have the following opportunities: 7th hour, Advisory tutoring, 1/2 day Intervention, Academic Review Days, Extended School Year (Summer School).	Technology, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction	Tier 2	Implement	08/23/2019	06/12/2020	$0	Section 31a	All certified staff grades 6-8

Activity - Academic Support/Intervention Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who require extra time and support in ELA will have the opportunity to enroll in an Academic Support/Intervention class that is smaller in size and gives students an extra opportunity to complete work as well as receive direct instruction.	Technology, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction	Tier 2	Implement	08/23/2019	06/12/2020	$0	Section 31a	All certified staff grades 6-8

Activity - Behavior Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who need a least distracting environment or who are struggling to behavior in class can be sent to the Intervention Center where they can work with the Behavior Interventionist.	Technology, Behavioral Support Program, Teacher Collaboration	Tier 2	Monitor	08/23/2019	06/12/2020	$0	Section 31a	Behavior Interventionist and certified staff grades 6-8

Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will observe peers to grow learning and give feedback around instructional practices. Participants will set goals for future implementation and receive follow-up visits to work with instructional coaches.	Curriculum Development, Technology, Teacher Collaboration, Professional Learning	Tier 1	Monitor	08/23/2019	06/12/2020	$0	Section 31a	Instructional coaches and certified staff grades 6-8

Activity - Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches will model how to have students set goals for their learning. This will take place at an hour PD session.	Direct Instruction	Tier 1	Getting Ready	08/23/2019	06/12/2020	$0	No Funding Required	Instructional Coaches

(shared) Strategy 2:

Competency-based, Personalized Learning System of Education in ELA - The time for competency education has come. It is vitally important for our country to move away from the restrictions of a time-based system. The reasons are many: To ensure that all students succeed in building college and career readiness, consistent with the Common Core of world class knowledge and skills; To build the capacity of districts, schools and educators to respond more rapidly to the needs of students and engage in continuous improvement; To take advantage of the extraordinary technological advances in online learning for personalization, allowing students to learn at their own pace, any time and everywhere. To provide greater flexibility for students that would otherwise not graduate from high school because they have to work or care for their families. In 2011, 100 innovators in competency education came together for the first time. At that meeting, participants fine-tuned a working definition of high quality competency education:

-Students advance upon mastery.

-Competencies include explicit, measurable, transferable learning standards that empower students.

-Assessment is meaningful and a positive learning experience for students.

-Students receive timely, differentiated support based on their individual learning needs.

-Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

Category: English/Language Arts

Research Cited: 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.

Tier: Tier 1

Activity - RTI Case Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team of teachers, social workers, counselors, and administrators will meet regularly to discuss struggling students. This process will eventually involve the guardian and the student.	Technology, Academic Support Program, Teacher Collaboration, Parent Involvement	Tier 2	Implement	08/23/2019	06/12/2020	$0	General Fund	Social Worker, Counselor, teachers and administrators

Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in need of more time and instruction have the following opportunities: 7th hour, Advisory tutoring, 1/2 day Intervention, Academic Review Days, Extended School Year (Summer School).	Technology, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction	Tier 2	Monitor	08/23/2019	06/12/2020	$0	Section 31a	certified staff 6-8

Activity - Classroom Follow-up Visits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches will schedule classroom follow-up visits to monitor and give feedback around competency based personalized learning.	Walkthrough, Technology, Teacher Collaboration, Professional Learning	Tier 1	Implement	08/23/2019	06/12/2020	$0	General Fund	Instructional Coaches

Activity - Academic Support/Intervention Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students who require extra time and support will have the opportunity to enroll in an Academic Support/Intervention class that is smaller in size and gives students an extra opportunity to complete work as well as receive direct instruction.	Technology, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction	Tier 2	Implement	08/23/2019	06/12/2020	$0	Section 31a	Intervention teachers

(shared) Strategy 3:

Safe and Orderly Environment in ELA - A learning community in which staff, students, parents and the community perceive and describe as safe and orderly. Stakeholders have roles that are defined in the decision-making process regarding school initiatives. PLC's and stakeholder teams work together on issues regarding curriculum, assessment, instruction, and the achievement of all students (Marzano, 2012). Stakeholders are invested in the successes of the school and all play a role in helping the learning community engage in continuous improvement.

Category: School Culture

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) •Reeves, M. A., Kanan, L. M., & Plog, A. E. (2010). Comprehensive planning for safe learning environments: A school professional's guide to integrating physical and psychological safety. New York, NY: Routledge.

Tier: Tier 1

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).	Technology, Teacher Collaboration, Parent Involvement	Tier 1	Implement	08/23/2019	06/12/2020	$0	General Fund	certified staff 6-8

Activity - Parent Advisory Committee	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

The Parent Advisory Committee is a group committed to facilitating clear communication between Kenowa Hills Middle School and families, and gathering feedback in order to be advocates for all stakeholders.	Community Engageme nt, Technology , Policy and Process, Parent Involvemen t		Implement	08/23/2019	06/12/2020	$0		General Fund	Administrati on

Activity - Athletic Advisory Committee	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
The Athletic Advisory committee is a group of community members dedicated to helping middle school athletics thrive through support, feedback, and collaboration.	Community Engageme nt, Technology , Extra Curricular, Parent Involvemen t	Tier 1	Implement	08/23/2019	06/12/2020	$0	General Fund	Athletic Director

(shared) Strategy 4:

Effective Instructional Framework - Gradual Release of Responsibility in ELA - The gradual release of responsibility model or GRR model is an instructional model of teaching which is a designed method of pedagogy framed around a process devolving responsibility within the learning process from the teacher to the eventual independence of the learner. There are four main interactive components called Focus Lesson, Guided Instruction, Collaborative Learning and Independent Work. The gradual release of responsibility model of instruction has been documented as an effective approach for improving achievement.

Category: English/Language Arts

Research Cited: Fisher, D. and N. Frey, "Implementing a Schoolwide Literacy Framework: Improving Achievement in an Urban Elementary School," The Reading Teacher, 61, 2007, pp. 32-45. •Fisher, Douglas, and Nancy Frey. Better learning through structured teaching: A framework for the gradual release of responsibility. ASCD, 2013. •Van de Pol, Janneke, Monique Volman, and Jos Beishuizen. "Scaffolding in teacher–student interaction: A decade of research." Educational Psychology Review 22.3 (2010): 271-296. •Brown and Lara, 2011 Brown, L. & Lara, V. (2011. Oct. 9). Professional Development Module on Collaborative Learning. El Paso Community College, Texas; USA. Retrieved 5 Nov. 2011

Tier: Tier 1

Activity - Collaborative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction.2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3.Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems.	Technology, Teacher Collaboration, Professional Learning	Tier 1	Implement	08/23/2019	06/12/2020	$0	General Fund	All certified staff 6-8

Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will observe peers to grow learning and give feedback around instructional practices. Participants will set goals for future implementation and receive follow-up visits to work with instructional coaches.	Technology, Teacher Collaboration	Tier 1	Monitor	08/23/2019	06/12/2020	$0	General Fund	Instructional coaches and certified staff

Activity - Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A group of teacher leaders and administrators will go into classrooms 3 times a year and gather data around teacher instruction. That data will be used to improve instruction and inform professional development decisions.	Technology, Teacher Collaboration, Professional Learning	Tier 1	Monitor	08/27/2018	06/07/2019	$0	General Fund	District Administrators and teacher leaders

Measurable Objective 2:

A 3% increase of Hispanic or Latino students will demonstrate a proficiency in comprehension of informational text in English Language Arts by 06/12/2020 as measured by NWEA.

(shared) Strategy 1:

Guaranteed and Viable Curriculum in ELA - 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.

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Tier: Tier 1

School Improvement Plan

Kenowa Hills Middle School

Activity - Multi-tiered System of Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Activity - Instructional Coaches	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches will be used to help drive instruction. They will meet with teachers, help develop individual goals, give feedback and provide resources.	Walkthrough, Technology, Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Implement	08/23/2019	06/12/2020	$0	Section 31a	Instructional Coaches

Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in need of more time and instruction have the following opportunities: 7th hour, Advisory tutoring, 1/2 day Intervention, Academic Review Days, Extended School Year (Summer School).	Technology, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction	Tier 2	Implement	08/23/2019	06/12/2020	$0	Section 31a	All certified staff grades 6-8

Activity - Academic Support/Intervention Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students who require extra time and support in ELA will have the opportunity to enroll in an Academic Support/Intervention class that is smaller in size and gives students an extra opportunity to complete work as well as receive direct instruction.	Technology, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction	Tier 2	Implement	08/23/2019	06/12/2020	$0	Section 31a	All certified staff grades 6-8

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School Improvement Plan

Kenowa Hills Middle School

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-Assessment is meaningful and a positive learning experience for students.

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Category: English/Language Arts

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Activity - Classroom Follow-up Visits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Instructional coaches will schedule classroom follow-up visits to monitor and give feedback around competency based personalized learning.	Walkthrough, Technology, Teacher Collaboration, Professional Learning	Tier 1	Implement	08/23/2019	06/12/2020	$0	General Fund	Instructional Coaches

Activity - Academic Support/Intervention Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who require extra time and support will have the opportunity to enroll in an Academic Support/Intervention class that is smaller in size and gives students an extra opportunity to complete work as well as receive direct instruction.	Technology, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction	Tier 2	Implement	08/23/2019	06/12/2020	$0	Section 31a	Intervention teachers

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Tier: Tier 1

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

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Activity - Parent Advisory Committee	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Parent Advisory Committee is a group committed to facilitating clear communication between Kenowa Hills Middle School and families, and gathering feedback in order to be advocates for all stakeholders.	Community Engagement, Technology, Policy and Process, Parent Involvement		Implement	08/23/2019	06/12/2020	$0	General Fund	Administration

Activity - Athletic Advisory Committee	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Athletic Advisory committee is a group of community members dedicated to helping middle school athletics thrive through support, feedback, and collaboration.	Community Engagement, Technology, Extra Curricular, Parent Involvement	Tier 1	Implement	08/23/2019	06/12/2020	$0	General Fund	Athletic Director

(shared) Strategy 4:

Effective Instructional Framework - Gradual Release of Responsibility in ELA - The gradual release of responsibility model or GRR model is an instructional model of teaching which is a designed method of pedagogy framed around a process devolving responsibility within the learning process from the teacher to the eventual independence of the learner. There are four main interactive components called Focus Lesson, Guided Instruction, Collaborative Learning and Independent Work. The gradual release of responsibility model of instruction has been documented as an effective approach for improving achievement.

Category: English/Language Arts

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ASCD, 2013. •Van de Pol, Janneke, Monique Volman, and Jos Beishuizen. "Scaffolding in teacher–student interaction: A decade of research." Educational Psychology Review 22.3 (2010): 271-296. •Brown and Lara, 2011 Brown, L. & Lara, V. (2011. Oct. 9). Professional Development Module on Collaborative Learning. El Paso Community College, Texas; USA. Retrieved 5 Nov. 2011

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Activity - Collaborative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Activity - Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A group of teacher leaders and administrators will go into classrooms 3 times a year and gather data around teacher instruction. That data will be used to improve instruction and inform professional development decisions.	Technology, Teacher Collaboration, Professional Learning	Tier 1	Monitor	08/27/2018	06/07/2019	$0	General Fund	District Administrators and teacher leaders

Measurable Objective 3:

A 6% increase of Students with Disabilities students will demonstrate a proficiency in comprehension of informational text in English Language Arts by 06/08/2018 as measured by NWEA.

(shared) Strategy 1:

Guaranteed and Viable Curriculum in ELA - 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.

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Tier: Tier 1

Activity - Multi-tiered System of Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.). Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.	Technology, Behavioral Support Program, Academic Support Program, Policy and Process, Teacher Collaboration	Tier 1	Implement	08/23/2019	06/12/2020	$0	General Fund	All certified staff grades 6-8

Activity - Instructional Coaches	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches will be used to help drive instruction. They will meet with teachers, help develop individual goals, give feedback and provide resources.	Walkthrough, Technology, Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Implement	08/23/2019	06/12/2020	$0	Section 31a	Instructional Coaches

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

Students in need of more time and instruction have the following opportunities: 7th hour, Advisory tutoring, 1/2 day Intervention, Academic Review Days, Extended School Year (Summer School).	Technology, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction	Tier 2	Implement	08/23/2019	06/12/2020	$0	Section 31a	All certified staff grades 6-8

Activity - Academic Support/Intervention Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who require extra time and support in ELA will have the opportunity to enroll in an Academic Support/Intervention class that is smaller in size and gives students an extra opportunity to complete work as well as receive direct instruction.	Technology, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction	Tier 2	Implement	08/23/2019	06/12/2020	$0	Section 31a	All certified staff grades 6-8

Activity - Behavior Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who need a least distracting environment or who are struggling to behavior in class can be sent to the Intervention Center where they can work with the Behavior Interventionist.	Technology, Behavioral Support Program, Teacher Collaboration	Tier 2	Monitor	08/23/2019	06/12/2020	$0	Section 31a	Behavior Interventionist and certified staff grades 6-8

Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will observe peers to grow learning and give feedback around instructional practices. Participants will set goals for future implementation and receive follow-up visits to work with instructional coaches.	Curriculum Development, Technology, Teacher Collaboration, Professional Learning	Tier 1	Monitor	08/23/2019	06/12/2020	$0	Section 31a	Instructional coaches and certified staff grades 6-8

Activity - Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches will model how to have students set goals for their learning. This will take place at an hour PD session.	Direct Instruction	Tier 1	Getting Ready	08/23/2019	06/12/2020	$0	No Funding Required	Instructional Coaches

(shared) Strategy 2:

Competency-based, Personalized Learning System of Education in ELA - The time for competency education has come. It is vitally important for our country to move away from the restrictions of a time-based system. The reasons are many: To ensure that all students succeed in building college and career readiness, consistent with the Common Core of world class knowledge and skills; To build the capacity of districts, schools and educators to respond more rapidly to the needs of students and engage in continuous improvement; To take advantage of the extraordinary technological advances in online learning for personalization, allowing students to learn at their own pace, any time and everywhere. To provide greater flexibility for students that would otherwise not graduate from high school because they have to work or care for their families. In 2011, 100 innovators in competency education came together for the first time. At that meeting, participants fine-tuned a working definition of high quality competency education:

-Students advance upon mastery.

-Competencies include explicit, measurable, transferable learning standards that empower students.

-Assessment is meaningful and a positive learning experience for students.

-Students receive timely, differentiated support based on their individual learning needs.

-Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

Category: English/Language Arts

Research Cited: 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.

Tier: Tier 1

Activity - RTI Case Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team of teachers, social workers, counselors, and administrators will meet regularly to discuss struggling students. This process will eventually involve the guardian and the student.	Technology, Academic Support Program, Teacher Collaboration, Parent Involvement	Tier 2	Implement	08/23/2019	06/12/2020	$0	General Fund	Social Worker, Counselor, teachers and administrators

Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in need of more time and instruction have the following opportunities: 7th hour, Advisory tutoring, 1/2 day Intervention, Academic Review Days, Extended School Year (Summer School).	Technology, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction	Tier 2	Monitor	08/23/2019	06/12/2020	$0	Section 31a	certified staff 6-8

Activity - Classroom Follow-up Visits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches will schedule classroom follow-up visits to monitor and give feedback around competency based personalized learning.	Walkthrough, Technology, Teacher Collaboration, Professional Learning	Tier 1	Implement	08/23/2019	06/12/2020	$0	General Fund	Instructional Coaches

Activity - Academic Support/Intervention Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who require extra time and support will have the opportunity to enroll in an Academic Support/Intervention class that is smaller in size and gives students an extra opportunity to complete work as well as receive direct instruction.	Technology, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction	Tier 2	Implement	08/23/2019	06/12/2020	$0	Section 31a	Intervention teachers

(shared) Strategy 3:

Safe and Orderly Environment in ELA - A learning community in which staff, students, parents and the community perceive and describe as safe and orderly.

Stakeholders have roles that are defined in the decision-making process regarding school initiatives. PLC's and stakeholder teams work together on issues regarding

curriculum, assessment, instruction, and the achievement of all students (Marzano, 2012). Stakeholders are invested in the successes of the school and all play a role

in helping the learning community engage in continuous improvement.

Category: School Culture

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) •Reeves, M. A., Kanan, L. M., & Plog, A. E. (2010). Comprehensive planning for safe learning environments: A school professional's guide to integrating physical and psychological safety. New York, NY: Routledge.

Tier: Tier 1

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).	Technology, Teacher Collaboration, Parent Involvement	Tier 1	Implement	08/23/2019	06/12/2020	$0	General Fund	certified staff 6-8

Activity - Parent Advisory Committee	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Parent Advisory Committee is a group committed to facilitating clear communication between Kenowa Hills Middle School and families, and gathering feedback in order to be advocates for all stakeholders.	Community Engagement, Technology, Policy and Process, Parent Involvement		Implement	08/23/2019	06/12/2020	$0	General Fund	Administration

Activity - Athletic Advisory Committee	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Athletic Advisory committee is a group of community members dedicated to helping middle school athletics thrive through support, feedback, and collaboration.	Community Engagement, Technology, Extra Curricular, Parent Involvement	Tier 1	Implement	08/23/2019	06/12/2020	$0	General Fund	Athletic Director

(shared) Strategy 4:

Effective Instructional Framework - Gradual Release of Responsibility in ELA - The gradual release of responsibility model or GRR model is an instructional model of teaching which is a designed method of pedagogy framed around a process devolving responsibility within the learning process from the teacher to the eventual independence of the learner. There are four main interactive components called Focus Lesson, Guided Instruction, Collaborative Learning and Independent Work. The gradual release of responsibility model of instruction has been documented as an effective approach for improving achievement.

Category: English/Language Arts

Research Cited: Fisher, D. and N. Frey, "Implementing a Schoolwide Literacy Framework: Improving Achievement in an Urban Elementary School," The Reading Teacher, 61, 2007, pp. 32-45. •Fisher, Douglas, and Nancy Frey. Better learning through structured teaching: A framework for the gradual release of responsibility. ASCD, 2013. •Van de Pol, Janneke, Monique Volman, and Jos Beishuizen. "Scaffolding in teacher–student interaction: A decade of research." Educational Psychology Review 22.3 (2010): 271-296. •Brown and Lara, 2011 Brown, L. & Lara, V. (2011. Oct. 9). Professional Development Module on Collaborative Learning. El Paso Community College, Texas; USA. Retrieved 5 Nov. 2011

Tier: Tier 1

Activity - Collaborative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction.2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3.Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems.	Technology, Teacher Collaboration, Professional Learning	Tier 1	Implement	08/23/2019	06/12/2020	$0	General Fund	All certified staff 6-8

Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will observe peers to grow learning and give feedback around instructional practices. Participants will set goals for future implementation and receive follow-up visits to work with instructional coaches.	Technology, Teacher Collaboration	Tier 1	Monitor	08/23/2019	06/12/2020	$0	General Fund	Instructional coaches and certified staff

Activity - Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

A group of teacher leaders and administrators will go into classrooms 3 times a year and gather data around teacher instruction. That data will be used to improve instruction and inform professional development decisions.	Technology, Teacher Collaboration, Professional Learning	Tier 1	Monitor	08/27/2018	06/07/2019	$0	General Fund	District Administrators and teacher leaders

Measurable Objective 4:

A 5% increase of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in mastering the ELA assessments in English Language Arts by 06/12/2020 as measured by Semester grades.

(shared) Strategy 1:

Guaranteed and Viable Curriculum in ELA - 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.

Category: English/Language Arts

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.

Tier: Tier 1

Activity - Multi-tiered System of Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.). Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.	Technology, Behavioral Support Program, Academic Support Program, Policy and Process, Teacher Collaboration	Tier 1	Implement	08/23/2019	06/12/2020	$0	General Fund	All certified staff grades 6-8

Activity - Instructional Coaches	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Instructional coaches will be used to help drive instruction. They will meet with teachers, help develop individual goals, give feedback and provide resources. | Walkthroug h, Technology , Teacher Collaborati on, Direct Instruction, Professiona l Learning | Tier 1 | Implement | 08/23/2019 | 06/12/2020 | $0 | Section 31a | Instructiona l Coaches |

Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Students in need of more time and instruction have the following opportunities: 7th hour, Advisory tutoring, 1/2 day Intervention, Academic Review Days, Extended School Year (Summer School).	Technology , Academic Support Program, Teacher Collaborati on, Direct Instruction, Class Size Reduction	Tier 2	Implement	08/23/2019	06/12/2020	$0	Section 31a	All certified staff grades 6-8

Activity - Academic Support/Intervention Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Students who require extra time and support in ELA will have the opportunity to enroll in an Academic Support/Intervention class that is smaller in size and gives students an extra opportunity to complete work as well as receive direct instruction.	Technology , Academic Support Program, Teacher Collaborati on, Direct Instruction, Class Size Reduction	Tier 2	Implement	08/23/2019	06/12/2020	$0	Section 31a	All certified staff grades 6-8

Activity - Behavior Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Students who need a least distracting environment or who are struggling to behavior in class can be sent to the Intervention Center where they can work with the Behavior Interventionist.	Technology , Behavioral Support Program, Teacher Collaborati on	Tier 2	Monitor	08/23/2019	06/12/2020	$0	Section 31a	Behavior Intervention ist and certified staff grades 6-8

Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will observe peers to grow learning and give feedback around instructional practices. Participants will set goals for future implementation and receive follow-up visits to work with instructional coaches.	Curriculum Development, Technology, Teacher Collaboration, Professional Learning	Tier 1	Monitor	08/23/2019	06/12/2020	$0	Section 31a	Instructional coaches and certified staff grades 6-8

Activity - Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches will model how to have students set goals for their learning. This will take place at an hour PD session.	Direct Instruction	Tier 1	Getting Ready	08/23/2019	06/12/2020	$0	No Funding Required	Instructional Coaches

(shared) Strategy 2:

Competency-based, Personalized Learning System of Education in ELA - The time for competency education has come. It is vitally important for our country to move away from the restrictions of a time-based system. The reasons are many: To ensure that all students succeed in building college and career readiness, consistent with the Common Core of world class knowledge and skills; To build the capacity of districts, schools and educators to respond more rapidly to the needs of students and engage in continuous improvement; To take advantage of the extraordinary technological advances in online learning for personalization, allowing students to learn at their own pace, any time and everywhere. To provide greater flexibility for students that would otherwise not graduate from high school because they have to work or care for their families. In 2011, 100 innovators in competency education came together for the first time. At that meeting, participants fine-tuned a working definition of high quality competency education:

-Students advance upon mastery.

-Competencies include explicit, measurable, transferable learning standards that empower students.

-Assessment is meaningful and a positive learning experience for students.

-Students receive timely, differentiated support based on their individual learning needs.

-Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

Category: English/Language Arts

Research Cited: 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.

Tier: Tier 1

Activity - RTI Case Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team of teachers, social workers, counselors, and administrators will meet regularly to discuss struggling students. This process will eventually involve the guardian and the student.	Technology, Academic Support Program, Teacher Collaboration, Parent Involvement	Tier 2	Implement	08/23/2019	06/12/2020	$0	General Fund	Social Worker, Counselor, teachers and administrators

Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in need of more time and instruction have the following opportunities: 7th hour, Advisory tutoring, 1/2 day Intervention, Academic Review Days, Extended School Year (Summer School).	Technology, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction	Tier 2	Monitor	08/23/2019	06/12/2020	$0	Section 31a	certified staff 6-8

Activity - Classroom Follow-up Visits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches will schedule classroom follow-up visits to monitor and give feedback around competency based personalized learning.	Walkthrough, Technology, Teacher Collaboration, Professional Learning	Tier 1	Implement	08/23/2019	06/12/2020	$0	General Fund	Instructional Coaches

Activity - Academic Support/Intervention Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students who require extra time and support will have the opportunity to enroll in an Academic Support/Intervention class that is smaller in size and gives students an extra opportunity to complete work as well as receive direct instruction.	Technology, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction	Tier 2	Implement	08/23/2019	06/12/2020	$0		Section 31a	Intervention teachers

(shared) Strategy 3:

Safe and Orderly Environment in ELA - A learning community in which staff, students, parents and the community perceive and describe as safe and orderly. Stakeholders have roles that are defined in the decision-making process regarding school initiatives. PLC's and stakeholder teams work together on issues regarding curriculum, assessment, instruction, and the achievement of all students (Marzano, 2012). Stakeholders are invested in the successes of the school and all play a role in helping the learning community engage in continuous improvement.

Category: School Culture

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) •Reeves, M. A., Kanan, L. M., & Plog, A. E. (2010). Comprehensive planning for safe learning environments: A school professional's guide to integrating physical and psychological safety. New York, NY: Routledge.

Tier: Tier 1

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).	Technology, Teacher Collaboration, Parent Involvement	Tier 1	Implement	08/23/2019	06/12/2020	$0	General Fund	certified staff 6-8

Activity - Parent Advisory Committee	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| The Parent Advisory Committee is a group committed to facilitating clear communication between Kenowa Hills Middle School and families, and gathering feedback in order to be advocates for all stakeholders. | Community Engageme nt, Technology , Policy and Process, Parent Involvemen t | | Implement | 08/23/2019 | 06/12/2020 | $0 | | General Fund | Administrati on |

Activity - Athletic Advisory Committee	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
The Athletic Advisory committee is a group of community members dedicated to helping middle school athletics thrive through support, feedback, and collaboration.	Community Engageme nt, Technology , Extra Curricular, Parent Involvemen t	Tier 1	Implement	08/23/2019	06/12/2020	$0	General Fund	Athletic Director

(shared) Strategy 4:

Effective Instructional Framework - Gradual Release of Responsibility in ELA - The gradual release of responsibility model or GRR model is an instructional model of teaching which is a designed method of pedagogy framed around a process devolving responsibility within the learning process from the teacher to the eventual independence of the learner. There are four main interactive components called Focus Lesson, Guided Instruction, Collaborative Learning and Independent Work. The gradual release of responsibility model of instruction has been documented as an effective approach for improving achievement.

Category: English/Language Arts

Research Cited: Fisher, D. and N. Frey, "Implementing a Schoolwide Literacy Framework: Improving Achievement in an Urban Elementary School," The Reading Teacher, 61, 2007, pp. 32-45. •Fisher, Douglas, and Nancy Frey. Better learning through structured teaching: A framework for the gradual release of responsibility. ASCD, 2013. •Van de Pol, Janneke, Monique Volman, and Jos Beishuizen. "Scaffolding in teacher–student interaction: A decade of research." Educational Psychology Review 22.3 (2010): 271-296. •Brown and Lara, 2011 Brown, L. & Lara, V. (2011. Oct. 9). Professional Development Module on Collaborative Learning. El Paso Community College, Texas; USA. Retrieved 5 Nov. 2011

Tier: Tier 1

Activity - Collaborative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

| Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction.2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3.Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems. | Technology, Teacher Collaboration, Professional Learning | Tier 1 | Implement | 08/23/2019 | 06/12/2020 | $0 | General Fund | All certified staff 6-8 |

Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will observe peers to grow learning and give feedback around instructional practices. Participants will set goals for future implementation and receive follow-up visits to work with instructional coaches.	Technology, Teacher Collaboration	Tier 1	Monitor	08/23/2019	06/12/2020	$0	General Fund	Instructional coaches and certified staff

Activity - Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A group of teacher leaders and administrators will go into classrooms 3 times a year and gather data around teacher instruction. That data will be used to improve instruction and inform professional development decisions.	Technology, Teacher Collaboration, Professional Learning	Tier 1	Monitor	08/27/2018	06/07/2019	$0	General Fund	District Administrators and teacher leaders

Goal 2: All students will be proficient in Math.

Measurable Objective 1:

A 4% increase of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in number and operations in Mathematics by 06/12/2020 as measured by NWEA.

(shared) Strategy 1:

Guaranteed and Viable Curriculum in Mathematics - 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.

Category: Mathematics

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.

Tier: Tier 1

Activity - Monthly PLC Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mathematics staff will meet monthly to work on the implementation of Common Core curriculum, using the Gradual Release of Responsibility method of instruction.	Curriculum Development, Technology, Teacher Collaboration, Direct Instruction	Tier 1	Monitor	08/23/2019	06/12/2020	$0	General Fund	6-8 certified math teachers

Activity - Multi-tiered System of Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.). Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.	Technology, Behavioral Support Program, Academic Support Program, Policy and Process, Teacher Collaboration	Tier 1	Implement	08/23/2019	06/12/2020	$0	General Fund	All certified staff grades 6-8

Activity - Instructional Coaches	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches will be used to help drive instruction. They will meet with teachers, help develop individual goals, give feedback and provide resources.	Walkthrough, Technology, Teacher Collaboration, Professional Learning	Tier 2	Implement	08/23/2019	06/12/2020	$0	Section 31a	Instructional Coaches

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

| Students in need of more time and instruction have the following opportunities: 7th hour, Advisory tutoring, 1/2 day Intervention, Academic Review Days, Extended School Year (Summer School). | Technology, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction | Tier 2 | Monitor | 08/23/2019 | 06/12/2020 | $0 | Section 31a | All certified staff grades 6-8 |

Activity - Academic Support/Intervention Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who require extra time and support will have the opportunity to enroll in an Academic Support/Intervention class that is smaller in size and gives students an extra opportunity to complete work as well as receive direct instruction.	Technology, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction	Tier 2	Monitor	08/23/2019	06/12/2020	$0	Section 31a	Intervention teachers

Activity - Behavior Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who need a least distracting environment or who are struggling to behavior in class can be sent to the Intervention Center where they can work with the Behavior Interventionist.	Technology, Behavioral Support Program, Teacher Collaboration	Tier 2	Implement	08/23/2019	06/12/2020	$0	Section 31a	Behavior Interventionist and certified staff grades 6-8

Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will observe peers to grow learning and give feedback around instructional practices. Participants will set goals for future implementation and receive follow-up visits to work with instructional coaches.	Walkthrough, Curriculum Development, Technology, Teacher Collaboration, Professional Learning	Tier 1	Monitor	08/23/2019	06/12/2020	$0	General Fund	Instructional Coaches and certified staff grades 6-8

Activity - Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches will model for the entire staff how to have students "goal set" for success. This will be modeled at an all staff PD hour.	Direct Instruction	Tier 1	Implement	08/23/2019	06/12/2020	$0	No Funding Required	Instructional Coaches

(shared) Strategy 2:

Competency-based, Personalized Learning System of Education - The time for competency education has come. It is vitally important for our country to move away from the restrictions of a time-based system. The reasons are many: To ensure that all students succeed in building college and career readiness, consistent with the Common Core of world class knowledge and skills; To build the capacity of districts, schools and educators to respond more rapidly to the needs of students and engage in continuous improvement; To take advantage of the extraordinary technological advances in online learning for personalization, allowing students to learn at their own pace, any time and everywhere. To provide greater flexibility for students that would otherwise not graduate from high school because they have to work or care for their families. In 2011, 100 innovators in competency education came together for the first time. At that meeting, participants fine-tuned a working definition of high quality competency education:

-Students advance upon mastery.

-Competencies include explicit, measurable, transferable learning standards that empower students.

-Assessment is meaningful and a positive learning experience for students.

-Students receive timely, differentiated support based on their individual learning needs.

-Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

Category: Mathematics

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.

Tier: Tier 1

Activity - RTI Case Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team of teachers, social workers, counselors, and administrators will meet regularly to discuss struggling students. This process will eventually involve the guardian and the student.	Technology, Teacher Collaboration	Tier 2	Implement	08/23/2019	06/12/2020	$0	General Fund	Social worker, counselor, teachers and administrators

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

Students in need of more time and instruction have the following opportunities: 7th hour, Advisory tutoring, 1/2 day Intervention, Academic Review Days, Extended School Year (Summer School).	Technology, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction	Tier 2	Monitor	08/23/2019	06/12/2020	$0	Section 31a	Certified staff 6-8

Activity - Classroom Follow-up Visits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches will schedule classroom follow-up visits to monitor and give feedback around competency based p[personalized learning.	Walkthrough, Technology, Teacher Collaboration, Professional Learning	Tier 2	Implement	08/23/2019	06/12/2020	$0	Section 31a	Instructional coaches and Administrators

Activity - Academic Support/Intervention Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who require extra time and support will have the opportunity to enroll in an Academic Support/Intervention class that is smaller in size and gives students an extra opportunity to complete work as well as receive direct instruction.	Technology, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction	Tier 2	Monitor	08/23/2019	06/12/2020	$0	Section 31a	Intervention teachers

(shared) Strategy 3:

Safe and Orderly Environment - A learning community in which staff, students, parents and the community perceive and describe as safe and orderly. Stakeholders have roles that are defined in the decision-making process regarding school initiatives. PLC's and stakeholder teams work together on issues regarding curriculum, assessment, instruction, and the achievement of all students (Marzano, 2012). Stakeholders are invested in the successes of the school and all play a role in helping the learning community engage in continuous improvement.

Category: School Culture

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) •Reeves, M. A., Kanan, L. M., & Plog, A. E. (2010). Comprehensive planning for safe learning environments: A school professional's guide to integrating physical and psychological safety. New York, NY: Routledge.

Tier: Tier 1

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).	Technology, Policy and Process, Teacher Collaboration, Parent Involvement	Tier 1	Implement	08/23/2019	06/12/2020	$0	General Fund	Certified staff grades 6-8

Activity - Parent Advisory Committee	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Parent Advisory Committee is a group committed to facilitating clear communication between Kenowa Hills Middle School and families, and gathering feedback in order to be advocates for all stakeholders.	Community Engagement, Technology, Policy and Process, Parent Involvement	Tier 1	Implement	08/23/2019	06/12/2020	$0	General Fund	Administration

Activity - Athletic Advisory Committee	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Athletic Advisory committee is a group of community members dedicated to helping middle school athletics thrive through support, feedback, and collaboration.	Community Engagement, Technology, Policy and Process, Extra Curricular, Parent Involvement	Tier 1	Implement	08/23/2019	06/12/2020	$0	General Fund	Athletic Director

(shared) Strategy 4:

Effective Instructional Framework - Gradual Release of Responsibility - The gradual release of responsibility model or GRR model is an instructional model of teaching

which is a designed method of pedagogy framed around a process devolving responsibility within the learning process from the teacher to the eventual independence of the learner. There are four main interactive components called Focus Lesson, Guided Instruction, Collaborative Learning and Independent Work. The gradual release of responsibility model of instruction has been documented as an effective approach for improving achievement.

Category: Mathematics

Research Cited: Fisher, D. and N. Frey, "Implementing a Schoolwide Literacy Framework: Improving Achievement in an Urban Elementary School," The Reading Teacher, 61, 2007, pp. 32-45.   •Fisher, Douglas, and Nancy Frey. Better learning through structured teaching: A framework for the gradual release of responsibility. ASCD, 2013. •Van de Pol, Janneke, Monique Volman, and Jos Beishuizen. "Scaffolding in teacher–student interaction: A decade of research." Educational Psychology Review 22.3 (2010): 271-296. •Brown and Lara, 2011 Brown, L. & Lara, V. (2011. Oct. 9). Professional Development Module on Collaborative Learning. El Paso Community College, Texas; USA. Retrieved 5 Nov. 2011

Tier: Tier 1

Activity - Collaborative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction.2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3.Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems.	Technology, Teacher Collaboration	Tier 1	Implement	08/23/2019	06/12/2020	$0	General Fund	Certified staff grades 6-8

Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will observe peers to grow learning and give feedback around instructional practices. Participants will set goals for future implementation and receive follow-up visits to work with instructional coaches.	Technology, Teacher Collaboration, Professional Learning	Tier 1	Monitor	08/23/2019	06/12/2020	$0	General Fund	Instructional coaches and certified staff grades 6-8

Activity - Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

A group of teacher leaders and administrators will go into classrooms 3 times a year and gather data around teacher instruction. That data will be used to improve instruction and inform professional development decisions.	Walkthrough, Curriculum Development, Technology, Teacher Collaboration	Tier 1	Monitor	08/27/2018	06/07/2019	$0	General Fund	District Administrators and teacher leaders

Measurable Objective 2:

A 8% increase of Students with Disabilities students will demonstrate a proficiency in number and operations in Mathematics by 06/12/2020 as measured by NWEA.

(shared) Strategy 1:

Guaranteed and Viable Curriculum in Mathematics - 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.

Category: Mathematics

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.

Tier: Tier 1

Activity - Monthly PLC Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mathematics staff will meet monthly to work on the implementation of Common Core curriculum, using the Gradual Release of Responsibility method of instruction.	Curriculum Development, Technology, Teacher Collaboration, Direct Instruction	Tier 1	Monitor	08/23/2019	06/12/2020	$0	General Fund	6-8 certified math teachers

Activity - Multi-tiered System of Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Kenowa Hills Middle School

| An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.). Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer. | Technology, Behavioral Support Program, Academic Support Program, Policy and Process, Teacher Collaboration | Tier 1 | Implement | 08/23/2019 | 06/12/2020 | $0 | General Fund | All certified staff grades 6-8 |

Activity - Instructional Coaches	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches will be used to help drive instruction. They will meet with teachers, help develop individual goals, give feedback and provide resources.	Walkthrough, Technology, Teacher Collaboration, Professional Learning	Tier 2	Implement	08/23/2019	06/12/2020	$0	Section 31a	Instructional Coaches

Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in need of more time and instruction have the following opportunities: 7th hour, Advisory tutoring, 1/2 day Intervention, Academic Review Days, Extended School Year (Summer School).	Technology, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction	Tier 2	Monitor	08/23/2019	06/12/2020	$0	Section 31a	All certified staff grades 6-8

Activity - Academic Support/Intervention Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students who require extra time and support will have the opportunity to enroll in an Academic Support/Intervention class that is smaller in size and gives students an extra opportunity to complete work as well as receive direct instruction.	Technology, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction	Tier 2	Monitor	08/23/2019	06/12/2020	$0	Section 31a	Intervention teachers

Activity - Behavior Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who need a least distracting environment or who are struggling to behavior in class can be sent to the Intervention Center where they can work with the Behavior Interventionist.	Technology, Behavioral Support Program, Teacher Collaboration	Tier 2	Implement	08/23/2019	06/12/2020	$0	Section 31a	Behavior Interventionist and certified staff grades 6-8

Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will observe peers to grow learning and give feedback around instructional practices. Participants will set goals for future implementation and receive follow-up visits to work with instructional coaches.	Walkthrough, Curriculum Development, Technology, Teacher Collaboration, Professional Learning	Tier 1	Monitor	08/23/2019	06/12/2020	$0	General Fund	Instructional Coaches and certified staff grades 6-8

Activity - Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches will model for the entire staff how to have students "goal set" for success. This will be modeled at an all staff PD hour.	Direct Instruction	Tier 1	Implement	08/23/2019	06/12/2020	$0	No Funding Required	Instructional Coaches

(shared) Strategy 2:

Competency-based, Personalized Learning System of Education - The time for competency education has come. It is vitally important for our country to move away from the restrictions of a time-based system. The reasons are many: To ensure that all students succeed in building college and career readiness, consistent with the Common Core of world class knowledge and skills; To build the capacity of districts, schools and educators to respond more rapidly to the needs of students and

engage in continuous improvement; To take advantage of the extraordinary technological advances in online learning for personalization, allowing students to learn at their own pace, any time and everywhere. To provide greater flexibility for students that would otherwise not graduate from high school because they have to work or care for their families. In 2011, 100 innovators in competency education came together for the first time. At that meeting, participants fine-tuned a working definition of high quality competency education:

-Students advance upon mastery.

-Competencies include explicit, measurable, transferable learning standards that empower students.

-Assessment is meaningful and a positive learning experience for students.

-Students receive timely, differentiated support based on their individual learning needs.

-Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

Category: Mathematics

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.

Tier: Tier 1

Activity - RTI Case Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team of teachers, social workers, counselors, and administrators will meet regularly to discuss struggling students. This process will eventually involve the guardian and the student.	Technology, Teacher Collaboration	Tier 2	Implement	08/23/2019	06/12/2020	$0	General Fund	Social worker, counselor, teachers and administrators

Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in need of more time and instruction have the following opportunities: 7th hour, Advisory tutoring, 1/2 day Intervention, Academic Review Days, Extended School Year (Summer School).	Technology, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction	Tier 2	Monitor	08/23/2019	06/12/2020	$0	Section 31a	Certified staff 6-8

Activity - Classroom Follow-up Visits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches will schedule classroom follow-up visits to monitor and give feedback around competency based p[personalized learning.	Walkthrough, Technology, Teacher Collaboration, Professional Learning	Tier 2	Implement	08/23/2019	06/12/2020	$0	Section 31a	Instructional coaches and Administrators

Activity - Academic Support/Intervention Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who require extra time and support will have the opportunity to enroll in an Academic Support/Intervention class that is smaller in size and gives students an extra opportunity to complete work as well as receive direct instruction.	Technology, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction	Tier 2	Monitor	08/23/2019	06/12/2020	$0	Section 31a	Intervention teachers

(shared) Strategy 3:

Safe and Orderly Environment - A learning community in which staff, students, parents and the community perceive and describe as safe and orderly. Stakeholders have roles that are defined in the decision-making process regarding school initiatives. PLC's and stakeholder teams work together on issues regarding curriculum, assessment, instruction, and the achievement of all students (Marzano, 2012). Stakeholders are invested in the successes of the school and all play a role in helping the learning community engage in continuous improvement.

Category: School Culture

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) •Reeves, M. A., Kanan, L. M., & Plog, A. E. (2010). Comprehensive planning for safe learning environments: A school professional's guide to integrating physical and psychological safety. New York, NY: Routledge.

Tier: Tier 1

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). | Technology, Policy and Process, Teacher Collaboration, Parent Involvement | Tier 1 | Implement | 08/23/2019 | 06/12/2020 | $0 | General Fund | Certified staff grades 6-8 |

Activity - Parent Advisory Committee	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Parent Advisory Committee is a group committed to facilitating clear communication between Kenowa Hills Middle School and families, and gathering feedback in order to be advocates for all stakeholders.	Community Engagement, Technology, Policy and Process, Parent Involvement	Tier 1	Implement	08/23/2019	06/12/2020	$0	General Fund	Administration

Activity - Athletic Advisory Committee	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Athletic Advisory committee is a group of community members dedicated to helping middle school athletics thrive through support, feedback, and collaboration.	Community Engagement, Technology, Policy and Process, Extra Curricular, Parent Involvement	Tier 1	Implement	08/23/2019	06/12/2020	$0	General Fund	Athletic Director

(shared) Strategy 4:

Effective Instructional Framework - Gradual Release of Responsibility - The gradual release of responsibility model or GRR model is an instructional model of teaching which is a designed method of pedagogy framed around a process devolving responsibility within the learning process from the teacher to the eventual independence of the learner. There are four main interactive components called Focus Lesson, Guided Instruction, Collaborative Learning and Independent Work. The gradual release of responsibility model of instruction has been documented as an effective approach for improving achievement.

Category: Mathematics

Research Cited: Fisher, D. and N. Frey, "Implementing a Schoolwide Literacy Framework: Improving Achievement in an Urban Elementary School," The Reading
Teacher, 61, 2007, pp. 32-45. •Fisher, Douglas, and Nancy Frey. Better learning through structured teaching: A framework for the gradual release of responsibility.
ASCD, 2013. •Van de Pol, Janneke, Monique Volman, and Jos Beishuizen. "Scaffolding in teacher–student interaction: A decade of research." Educational Psychology
Review 22.3 (2010): 271-296. •Brown and Lara, 2011 Brown, L. & Lara, V. (2011. Oct. 9). Professional Development Module on Collaborative Learning. El Paso
Community College, Texas; USA. Retrieved 5 Nov. 2011

Tier: Tier 1

Activity - Collaborative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction.2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3.Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems.	Technology , Teacher Collaborati on	Tier 1	Implement	08/23/2019	06/12/2020	$0	General Fund	Certified staff grades 6-8

Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will observe peers to grow learning and give feedback around instructional practices. Participants will set goals for future implementation and receive follow-up visits to work with instructional coaches.	Technology , Teacher Collaborati on, Professiona l Learning	Tier 1	Monitor	08/23/2019	06/12/2020	$0	General Fund	Instructiona l coaches and certified staff grades 6-8

Activity - Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A group of teacher leaders and administrators will go into classrooms 3 times a year and gather data around teacher instruction. That data will be used to improve instruction and inform professional development decisions.	Walkthroug h, Curriculum Developme nt, Technology , Teacher Collaborati on	Tier 1	Monitor	08/27/2018	06/07/2019	$0	General Fund	District Administrat ors and teacher leaders

Goal 3: All students will be proficient in Science.

Measurable Objective 1:

A 9% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in problem solving in Science by 06/12/2020 as measured by semester grades.

(shared) Strategy 1:

Guaranteed and Viable Curriculum - 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.

Category: Science

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.

Tier: Tier 1

Activity - Monthly PLC Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff meet to determine strategies to enhance student learning.	Curriculum Development, Technology, Academic Support Program, Teacher Collaboration, Professional Learning	Tier 1	Monitor	08/23/2019	06/12/2020	$0	General Fund	6-8 Certified staff

Activity - Multi-tiered System of Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.). Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer. | Technology, Behavioral Support Program, Academic Support Program, Teacher Collaboration | Tier 2 | Monitor | 08/23/2019 | 06/12/2020 | $0 | General Fund | All certified staff grades 6-8 |

Activity - Instructional Coaches	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches will be used to help drive instruction. They will meet with teachers, help develop individual goals, give feedback and provide resources.	Walkthrough, Curriculum Development, Technology, Teacher Collaboration, Direct Instruction, Professional Learning	Tier 2	Implement	08/23/2019	06/12/2020	$0	Section 31a	Instructional Coaches

Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in need of more time and instruction have the following opportunities: 7th hour, Advisory tutoring, 1/2 day Intervention, Academic Review Days, Extended School Year (Summer School).	Technology, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction	Tier 2	Monitor	08/23/2019	06/12/2020	$0	Section 31a	All certified staff grades 6-8

Activity - Academic Support/Intervention Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Students who require extra time and support in Science will have the opportunity to enroll in an Academic Support/Intervention class that is smaller in size and gives students an extra opportunity to complete work as well as receive direct instruction. | Technology, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction | Tier 2 | Monitor | 08/23/2019 | 06/12/2020 | $0 | Section 31a | All certified staff grades 6-8 |

Activity - Behavior Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who need a least distracting environment or who are struggling to behavior in class can be sent to the Intervention Center where they can work with the Behavior Interventionist.	Technology, Behavioral Support Program, Teacher Collaboration	Tier 2	Monitor	08/23/2019	06/12/2020	$0	Section 31a	Behavior Interventionist and certified staff grades 6-8

Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will observe peers to grow learning and give feedback around instructional practices. Participants will set goals for future implementation and receive follow-up visits to work with instructional coaches.	Curriculum Development, Technology, Teacher Collaboration, Professional Learning	Tier 1	Monitor	08/23/2019	06/12/2020	$0	Section 31a	Instructional coaches and certified staff grades 6-8

Activity - Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches will model how to "goal set" for student learning. This will take place during PD time.	Direct Instruction	Tier 1	Getting Ready	08/23/2019	06/12/2020	$0	No Funding Required	Instructional staff

(shared) Strategy 2:

Competency-based, Personalized Learning System of Education - The time for competency education has come. It is vitally important for our country to move away from the restrictions of a time-based system. The reasons are many: To ensure that all students succeed in building college and career readiness, consistent with the Common Core of world class knowledge and skills; To build the capacity of districts, schools and educators to respond more rapidly to the needs of students and engage in continuous improvement; To take advantage of the extraordinary technological advances in online learning for personalization, allowing students to learn at their own pace, any time and everywhere. To provide greater flexibility for students that would otherwise not graduate from high school because they have to work or

care for their families. In 2011, 100 innovators in competency education came together for the first time. At that meeting, participants fine-tuned a working definition of high quality competency education:

-Students advance upon mastery.

-Competencies include explicit, measurable, transferable learning standards that empower students.

-Assessment is meaningful and a positive learning experience for students.

-Students receive timely, differentiated support based on their individual learning needs.

-Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

Category: Science

Research Cited: 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.

Tier: Tier 1

Activity - RTI Case Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team of teachers, social workers, counselors, and administrators will meet regularly to discuss struggling students. This process will eventually involve the guardian and the student.	Technology, Behavioral Support Program, Academic Support Program, Policy and Process, Teacher Collaboration, Parent Involvement	Tier 2	Monitor	08/23/2019	06/12/2020	$0	General Fund	Social worker, counselor, teachers, administrators.

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

| Students in need of more time and instruction have the following opportunities: 7th hour, Advisory tutoring, 1/2 day Intervention, Academic Review Days, Extended School Year (Summer School). | Technology, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction | Tier 2 | Monitor | 08/23/2019 | 06/12/2020 | $0 | Section 31a | Certified staff 6-8 |

Activity - Classroom Follow-up Visits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches will schedule classroom follow-up visits to monitor and give feedback around competency based p[personalized learning.	Walkthrough, Technology, Teacher Collaboration, Professional Learning	Tier 2	Implement	08/23/2019	06/12/2020	$0	Section 31a	Instructional coaches and Administration

Activity - Academic Support/Intervention Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who require extra time and support in Science will have the opportunity to enroll in an Academic Support/Intervention class that is smaller in size and gives students an extra opportunity to complete work as well as receive direct instruction.	Technology, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction	Tier 2	Implement	08/23/2019	06/12/2020	$0	Section 31a	Intervention teachers

(shared) Strategy 3:

Safe and Orderly Environment - A learning community in which staff, students, parents and the community perceive and describe as safe and orderly. Stakeholders have roles that are defined in the decision-making process regarding school initiatives. PLC's and stakeholder teams work together on issues regarding curriculum, assessment, instruction, and the achievement of all students (Marzano, 2012). Stakeholders are invested in the successes of the school and all play a role in helping the learning community engage in continuous improvement.

Category: School Culture

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) •Reeves, M. A., Kanan, L. M., & Plog, A. E. (2010). Comprehensive planning for safe learning environments: A school professional's guide to integrating physical and psychological safety. New York, NY: Routledge.

Tier: Tier 1

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 communtiy 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).	Community Engagement, Technology, Policy and Process, Teacher Collaboration	Tier 1	Implement	08/23/2019	06/12/2020	$0	General Fund	Certified staff grades 6-8 and Administration

Activity - Parent Advisory Committee	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Parent Advisory Committee is a group committed to facilitating clear communication between Kenowa Hills Middle School and families, and gathering feedback in order to be advocates for all stakeholders.	Community Engagement, Technology, Policy and Process, Parent Involvement	Tier 1	Implement	08/23/2019	06/12/2020	$0	General Fund	Admnistration

Activity - Athletic Advisory Committee	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Athletic Advisory committee is a group of community members dedicated to helping middle school athletics thrive through support, feedback, and collaboration.	Community Engagement, Technology, Policy and Process, Parent Involvement	Tier 1	Implement	08/23/2019	06/12/2020	$0	General Fund	Athletic Director

(shared) Strategy 4:

Effective Instructional Framework - Gradual Release of Responsibility - The gradual release of responsibility model or GRR model is an instructional model of teaching which is a designed method of pedagogy framed around a process devolving responsibility within the learning process from the teacher to the eventual independence

of the learner. There are four main interactive components called Focus Lesson, Guided Instruction, Collaborative Learning and Independent Work. The gradual release of responsibility model of instruction has been documented as an effective approach for improving achievement.

Category: Science

Research Cited: Fisher, D. and N. Frey, "Implementing a Schoolwide Literacy Framework: Improving Achievement in an Urban Elementary School," The Reading Teacher, 61, 2007, pp. 32-45. •Fisher, Douglas, and Nancy Frey. Better learning through structured teaching: A framework for the gradual release of responsibility. ASCD, 2013. •Van de Pol, Janneke, Monique Volman, and Jos Beishuizen. "Scaffolding in teacher–student interaction: A decade of research." Educational Psychology Review 22.3 (2010): 271-296. •Brown and Lara, 2011 Brown, L. & Lara, V. (2011. Oct. 9). Professional Development Module on Collaborative Learning. El Paso Community College, Texas; USA. Retrieved 5 Nov. 2011

Tier: Tier 1

Activity - Collaborative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction.2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3.Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems.	Technology, Teacher Collaboration, Professional Learning	Tier 1	Implement	08/23/2019	06/12/2020	$0	Section 31a	All certified staff grades 6-8

Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will observe peers to grow learning and give feedback around instructional practices. Participants will set goals for future implementation and receive follow-up visits to work with instructional coaches.	Walkthrough, Technology, Teacher Collaboration, Professional Learning	Tier 1	Implement	08/23/2019	06/12/2020	$0	Section 31a	Instructional Coaches and certified staff grades 6-8

Activity - Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

A group of teacher leaders and administrators will go into classrooms 3 times a year and gather data around teacher instruction. That data will be used to improve instruction and inform professional development decisions.	Technology, Teacher Collaboration, Professional Learning	Tier 1	Implement	08/27/2018	06/07/2019	$0	General Fund	District Administrators and teacher leaders

Measurable Objective 2:

A 9% increase of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in common assessments in Science by 06/12/2020 as measured by Semester grades.

(shared) Strategy 1:

Guaranteed and Viable Curriculum - 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.

Category: Science

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.

Tier: Tier 1

Activity - Monthly PLC Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff meet to determine strategies to enhance student learning.	Curriculum Development, Technology, Academic Support Program, Teacher Collaboration, Professional Learning	Tier 1	Monitor	08/23/2019	06/12/2020	$0	General Fund	6-8 Certified staff

Activity - Multi-tiered System of Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.). Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer. | Technology, Behavioral Support Program, Academic Support Program, Teacher Collaboration | Tier 2 | Monitor | 08/23/2019 | 06/12/2020 | $0 | General Fund | All certified staff grades 6-8 |

Activity - Instructional Coaches	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches will be used to help drive instruction. They will meet with teachers, help develop individual goals, give feedback and provide resources.	Walkthrough, Curriculum Development, Technology, Teacher Collaboration, Direct Instruction, Professional Learning	Tier 2	Implement	08/23/2019	06/12/2020	$0	Section 31a	Instructional Coaches

Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in need of more time and instruction have the following opportunities: 7th hour, Advisory tutoring, 1/2 day Intervention, Academic Review Days, Extended School Year (Summer School).	Technology, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction	Tier 2	Monitor	08/23/2019	06/12/2020	$0	Section 31a	All certified staff grades 6-8

Activity - Academic Support/Intervention Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Students who require extra time and support in Science will have the opportunity to enroll in an Academic Support/Intervention class that is smaller in size and gives students an extra opportunity to complete work as well as receive direct instruction. | Technology, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction | Tier 2 | Monitor | 08/23/2019 | 06/12/2020 | $0 | Section 31a | All certified staff grades 6-8 |

Activity - Behavior Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who need a least distracting environment or who are struggling to behavior in class can be sent to the Intervention Center where they can work with the Behavior Interventionist.	Technology, Behavioral Support Program, Teacher Collaboration	Tier 2	Monitor	08/23/2019	06/12/2020	$0	Section 31a	Behavior Interventionist and certified staff grades 6-8

Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will observe peers to grow learning and give feedback around instructional practices. Participants will set goals for future implementation and receive follow-up visits to work with instructional coaches.	Curriculum Development, Technology, Teacher Collaboration, Professional Learning	Tier 1	Monitor	08/23/2019	06/12/2020	$0	Section 31a	Instructional coaches and certified staff grades 6-8

Activity - Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches will model how to "goal set" for student learning. This will take place during PD time.	Direct Instruction	Tier 1	Getting Ready	08/23/2019	06/12/2020	$0	No Funding Required	Instructional staff

(shared) Strategy 2:

Competency-based, Personalized Learning System of Education - The time for competency education has come. It is vitally important for our country to move away from the restrictions of a time-based system. The reasons are many: To ensure that all students succeed in building college and career readiness, consistent with the Common Core of world class knowledge and skills; To build the capacity of districts, schools and educators to respond more rapidly to the needs of students and engage in continuous improvement; To take advantage of the extraordinary technological advances in online learning for personalization, allowing students to learn at their own pace, any time and everywhere. To provide greater flexibility for students that would otherwise not graduate from high school because they have to work or

care for their families. In 2011, 100 innovators in competency education came together for the first time. At that meeting, participants fine-tuned a working definition of high quality competency education:

-Students advance upon mastery.

-Competencies include explicit, measurable, transferable learning standards that empower students.

-Assessment is meaningful and a positive learning experience for students.

-Students receive timely, differentiated support based on their individual learning needs.

-Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

Category: Science

Research Cited: 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.

Tier: Tier 1

Activity - RTI Case Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team of teachers, social workers, counselors, and administrators will meet regularly to discuss struggling students. This process will eventually involve the guardian and the student.	Technology, Behavioral Support Program, Academic Support Program, Policy and Process, Teacher Collaboration, Parent Involvement	Tier 2	Monitor	08/23/2019	06/12/2020	$0	General Fund	Social worker, counselor, teachers, administrators.

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

| Students in need of more time and instruction have the following opportunities: 7th hour, Advisory tutoring, 1/2 day Intervention, Academic Review Days, Extended School Year (Summer School). | Technology, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction | Tier 2 | Monitor | 08/23/2019 | 06/12/2020 | $0 | Section 31a | Certified staff 6-8 |

Activity - Classroom Follow-up Visits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches will schedule classroom follow-up visits to monitor and give feedback around competency based p[personalized learning.	Walkthrough, Technology, Teacher Collaboration, Professional Learning	Tier 2	Implement	08/23/2019	06/12/2020	$0	Section 31a	Instructional coaches and Administration

Activity - Academic Support/Intervention Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who require extra time and support in Science will have the opportunity to enroll in an Academic Support/Intervention class that is smaller in size and gives students an extra opportunity to complete work as well as receive direct instruction.	Technology, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction	Tier 2	Implement	08/23/2019	06/12/2020	$0	Section 31a	Intervention teachers

(shared) Strategy 3:

Safe and Orderly Environment - A learning community in which staff, students, parents and the community perceive and describe as safe and orderly. Stakeholders have roles that are defined in the decision-making process regarding school initiatives. PLC's and stakeholder teams work together on issues regarding curriculum, assessment, instruction, and the achievement of all students (Marzano, 2012). Stakeholders are invested in the successes of the school and all play a role in helping the learning community engage in continuous improvement.

Category: School Culture

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) •Reeves, M. A., Kanan, L. M., & Plog, A. E. (2010). Comprehensive planning for safe learning environments: A school professional's guide to integrating physical and psychological safety. New York, NY: Routledge.

Tier: Tier 1

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).	Community Engagement, Technology, Policy and Process, Teacher Collaboration	Tier 1	Implement	08/23/2019	06/12/2020	$0	General Fund	Certified staff grades 6-8 and Administration

Activity - Parent Advisory Committee	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Parent Advisory Committee is a group committed to facilitating clear communication between Kenowa Hills Middle School and families, and gathering feedback in order to be advocates for all stakeholders.	Community Engagement, Technology, Policy and Process, Parent Involvement	Tier 1	Implement	08/23/2019	06/12/2020	$0	General Fund	Admnistration

Activity - Athletic Advisory Committee	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Athletic Advisory committee is a group of community members dedicated to helping middle school athletics thrive through support, feedback, and collaboration.	Community Engagement, Technology, Policy and Process, Parent Involvement	Tier 1	Implement	08/23/2019	06/12/2020	$0	General Fund	Athletic Director

(shared) Strategy 4:

Effective Instructional Framework - Gradual Release of Responsibility - The gradual release of responsibility model or GRR model is an instructional model of teaching

which is a designed method of pedagogy framed around a process devolving responsibility within the learning process from the teacher to the eventual independence

of the learner. There are four main interactive components called Focus Lesson, Guided Instruction, Collaborative Learning and Independent Work. The gradual release of responsibility model of instruction has been documented as an effective approach for improving achievement.

Category: Science

Research Cited: Fisher, D. and N. Frey, "Implementing a Schoolwide Literacy Framework: Improving Achievement in an Urban Elementary School," The Reading Teacher, 61, 2007, pp. 32-45. •Fisher, Douglas, and Nancy Frey. Better learning through structured teaching: A framework for the gradual release of responsibility. ASCD, 2013. •Van de Pol, Janneke, Monique Volman, and Jos Beishuizen. "Scaffolding in teacher–student interaction: A decade of research." Educational Psychology Review 22.3 (2010): 271-296. •Brown and Lara, 2011 Brown, L. & Lara, V. (2011. Oct. 9). Professional Development Module on Collaborative Learning. El Paso Community College, Texas; USA. Retrieved 5 Nov. 2011

Tier: Tier 1

Activity - Collaborative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction.2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3.Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems.	Technology, Teacher Collaboration, Professional Learning	Tier 1	Implement	08/23/2019	06/12/2020	$0	Section 31a	All certified staff grades 6-8

Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will observe peers to grow learning and give feedback around instructional practices. Participants will set goals for future implementation and receive follow-up visits to work with instructional coaches.	Walkthrough, Technology, Teacher Collaboration, Professional Learning	Tier 1	Implement	08/23/2019	06/12/2020	$0	Section 31a	Instructional Coaches and certified staff grades 6-8

Activity - Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

A group of teacher leaders and administrators will go into classrooms 3 times a year and gather data around teacher instruction. That data will be used to improve instruction and inform professional development decisions.	Technology, Teacher Collaboration, Professional Learning	Tier 1	Implement	08/27/2018	06/07/2019	$0	General Fund	District Administrators and teacher leaders

Goal 4: All students will be proficient in Social Studies.

Measurable Objective 1:

A 6% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in comprehension of informational text in Social Studies by 06/12/2020 as measured by semester grades.

(shared) Strategy 1:

Guaranteed and Viable Curriculum - 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.

Category: Social Studies

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.

Tier: Tier 1

Activity - Monthly PLC Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly Learning Communities and staff meetings to determine strategies to improve student learning.	Curriculum Development, Technology, Academic Support Program, Teacher Collaboration	Tier 1	Monitor	08/23/2019	06/12/2020	$0	General Fund	6-8 Certified staff

Activity - Multi-tiered System of Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.).   Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer. | Curriculum Development, Technology, Behavioral Support Program, Academic Support Program, Teacher Collaboration | Tier 1 | | 08/23/2019 | 06/12/2020 | $0 | General Fund | All certified staff grades 6-8 |

Activity - Instructional Coaches	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches will be used to help drive instruction. They will meet with teachers, help develop individual goals, give feedback and provide resources.	Technology, Teacher Collaboration, Professional Learning	Tier 2	Implement	08/23/2019	06/12/2020	$0	Section 31a	Instructional Coaches

Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in need of more time and instruction have the following opportunities: 7th hour, Advisory tutoring, 1/2 day Intervention, Academic Review Days, Extended School Year (Summer School).	Technology, Behavioral Support Program, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction	Tier 2	Monitor	08/23/2019	06/12/2020	$0	Section 31a	All certified staff grades 6-8

Activity - Academic Support/Intervention Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students who require extra time and support will have the opportunity to enroll in an Academic Support/Intervention class that is smaller in size and gives students an extra opportunity to complete work as well as receive direct instruction.	Technology, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction	Tier 2	Monitor	08/23/2019	06/12/2020	$0	Section 31a	All certified staff grades 6-8

Activity - Behavior Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who need a least distracting environment or who are struggling to behavior in class can be sent to the Intervention Center where they can work with the Behavior Interventionist.	Technology, Behavioral Support Program, Teacher Collaboration	Tier 2	Monitor	08/23/2019	06/12/2020	$0	Section 31a	Behavior Interventionist and certified staff grades 6-8

Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will observe peers to grow learning and give feedback around instructional practices. Participants will set goals for future implementation and receive follow-up visits to work with instructional coaches.	Curriculum Development, Technology, Teacher Collaboration, Professional Learning	Tier 1	Monitor	08/23/2019	06/12/2020	$0	Section 31a	Instructional coaches and certified staff grades 6-8

Activity - Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches will model how to "goal set" for student learning. This will take place during hour long PD.	Direct Instruction	Tier 1	Getting Ready	08/23/2019	06/12/2020	$0	No Funding Required	Instructional Coaches

(shared) Strategy 2:

Competency-based, Personalized Learning System of Education - The time for competency education has come. It is vitally important for our country to move away from the restrictions of a time-based system. The reasons are many: To ensure that all students succeed in building college and career readiness, consistent with the Common Core of world class knowledge and skills; To build the capacity of districts, schools and educators to respond more rapidly to the needs of students and engage in continuous improvement; To take advantage of the extraordinary technological advances in online learning for personalization, allowing students to learn at their own pace, any time and everywhere. To provide greater flexibility for students that would otherwise not graduate from high school because they have to work or

care for their families. In 2011, 100 innovators in competency education came together for the first time. At that meeting, participants fine-tuned a working definition of high quality competency education: -Students advance upon mastery. -Competencies include explicit, measurable, transferable learning standards that empower students. -Assessment is meaningful and a positive learning experience for students. -Students receive timely, differentiated support based on their individual learning needs. -Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

Category: Social Studies

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.

Tier: Tier 1

Activity - RTI Case Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team of teachers, social workers, counselors, and administrators will meet regularly to discuss struggling students. This process will eventually involve the guardian and the student.	Technology, Behavioral Support Program, Academic Support Program, Teacher Collaboration, Parent Involvement	Tier 2	Implement	08/23/2019	06/12/2020	$0	General Fund	Social worker, counselor, teachers and administrators

Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in need of more time and instruction have the following opportunities: 7th hour, Advisory tutoring, 1/2 day Intervention, Academic Review Days, Extended School Year (Summer School).	Technology, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction	Tier 2	Implement	08/23/2019	06/12/2020	$0	Section 31a	Certified staff 6-8

Activity - Classroom Follow-up Visits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Instructional coaches will schedule classroom follow-up visits to monitor and give feedback around competency based p[personalized learning.	Walkthrough, Technology, Teacher Collaboration, Professional Learning	Tier 2	Implement	08/23/2019	06/12/2020	$0	General Fund	Instructional Coaches and Administration

Activity - Academic Support/Intervention Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who require extra time and support will have the opportunity to enroll in an Academic Support/Intervention class that is smaller in size and gives students an extra opportunity to complete work as well as receive direct instruction.	Technology, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction	Tier 2	Monitor	08/23/2019	06/12/2020	$0	Section 31a	Intervention teachers

(shared) Strategy 3:

Safe and Orderly Environment - A learning community in which staff, students, parents and the community perceive and describe as safe and orderly. Stakeholders have roles that are defined in the decision-making process regarding school initiatives. PLC's and stakeholder teams work together on issues regarding curriculum, assessment, instruction, and the achievement of all students (Marzano, 2012). Stakeholders are invested in the successes of the school and all play a role in helping the learning community engage in continuous improvement.

Category: School Culture

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) •Reeves, M. A., Kanan, L. M., & Plog, A. E. (2010). Comprehensive planning for safe learning environments: A school professional's guide to integrating physical and psychological safety. New York, NY: Routledge.

Tier: Tier 1

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). | Technology, Policy and Process, Teacher Collaboration, Parent Involvement | Tier 1 | Implement | 08/23/2019 | 06/12/2020 | $0 | General Fund | All stakeholder |

Activity - Parent Advisory Committee	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Parent Advisory Committee is a group committed to facilitating clear communication between Kenowa Hills Middle School and families, and gathering feedback in order to be advocates for all stakeholders.	Community Engagement, Technology, Policy and Process, Parent Involvement	Tier 1	Implement	08/23/2019	06/12/2020	$0	General Fund	Administration

Activity - Athletic Advisory Committee	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Athletic Advisory committee is a group of community members dedicated to helping middle school athletics thrive through support, feedback, and collaboration.	Community Engagement, Technology, Policy and Process, Extra Curricular, Parent Involvement	Tier 1	Implement	08/23/2019	06/12/2020	$0	General Fund	Athletic Director

(shared) Strategy 4:

Effective Instructional Framework - Gradual Release of Responsibility - The gradual release of responsibility model or GRR model is an instructional model of teaching which is a designed method of pedagogy framed around a process devolving responsibility within the learning process from the teacher to the eventual independence of the learner. There are four main interactive components called Focus Lesson, Guided Instruction, Collaborative Learning and Independent Work. The gradual release of responsibility model of instruction has been documented as an effective approach for improving achievement.

Category: Social Studies

Research Cited: Fisher, D. and N. Frey, "Implementing a Schoolwide Literacy Framework: Improving Achievement in an Urban Elementary School," The Reading Teacher, 61, 2007, pp. 32-45. •Fisher, Douglas, and Nancy Frey. Better learning through structured teaching: A framework for the gradual release of responsibility. ASCD, 2013. •Van de Pol, Janneke, Monique Volman, and Jos Beishuizen. "Scaffolding in teacher–student interaction: A decade of research." Educational Psychology Review 22.3 (2010): 271-296. •Brown and Lara, 2011 Brown, L. & Lara, V. (2011. Oct. 9). Professional Development Module on Collaborative Learning. El Paso Community College, Texas; USA. Retrieved 5 Nov. 2011

Tier: Tier 1

Activity - Collaborative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction.2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3.Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems.	Curriculum Development, Technology, Teacher Collaboration, Professional Learning	Tier 1	Implement	08/23/2019	06/12/2020	$0	General Fund	All certified staff grades 6-8

Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will observe peers to grow learning and give feedback around instructional practices. Participants will set goals for future implementation and receive follow-up visits to work with instructional coaches.	Walkthrough, Technology, Teacher Collaboration, Professional Learning	Tier 1	Implement	08/23/2019	06/12/2020	$0	General Fund	Instructional Coaches and certified staff grades 6-8

Activity - Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A group of teacher leaders and administrators will go into classrooms 3 times a year and gather data around teacher instruction. That data will be used to improve instruction and inform professional development decisions.	Walkthrough, Technology, Teacher Collaboration, Professional Learning	Tier 1	Monitor	08/27/2018	06/07/2019	$0	General Fund	District Administrators and teacher leaders

Measurable Objective 2:

A 6% increase of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in common assessments in Social Studies by 06/12/2020 as measured by Semester grades.

(shared) Strategy 1:

Guaranteed and Viable Curriculum - 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.

Category: Social Studies

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.

Tier: Tier 1

Activity - Monthly PLC Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly Learning Communities and staff meetings to determine strategies to improve student learning.	Curriculum Development, Technology, Academic Support Program, Teacher Collaboration	Tier 1	Monitor	08/23/2019	06/12/2020	$0	General Fund	6-8 Certified staff

Activity - Multi-tiered System of Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.). Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.	Curriculum Development, Technology, Behavioral Support Program, Academic Support Program, Teacher Collaboration	Tier 1		08/23/2019	06/12/2020	$0	General Fund	All certified staff grades 6-8

Activity - Instructional Coaches	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches will be used to help drive instruction. They will meet with teachers, help develop individual goals, give feedback and provide resources.	Technology, Teacher Collaboration, Professional Learning	Tier 2	Implement	08/23/2019	06/12/2020	$0	Section 31a	Instructional Coaches

Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in need of more time and instruction have the following opportunities: 7th hour, Advisory tutoring, 1/2 day Intervention, Academic Review Days, Extended School Year (Summer School).	Technology, Behavioral Support Program, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction	Tier 2	Monitor	08/23/2019	06/12/2020	$0	Section 31a	All certified staff grades 6-8

Activity - Academic Support/Intervention Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who require extra time and support will have the opportunity to enroll in an Academic Support/Intervention class that is smaller in size and gives students an extra opportunity to complete work as well as receive direct instruction.	Technology, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction	Tier 2	Monitor	08/23/2019	06/12/2020	$0	Section 31a	All certified staff grades 6-8

Activity - Behavior Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Students who need a least distracting environment or who are struggling to behavior in class can be sent to the Intervention Center where they can work with the Behavior Interventionist. | Technology, Behavioral Support Program, Teacher Collaboration | Tier 2 | Monitor | 08/23/2019 | 06/12/2020 | $0 | Section 31a | Behavior Interventionist and certified staff grades 6-8 |

Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will observe peers to grow learning and give feedback around instructional practices. Participants will set goals for future implementation and receive follow-up visits to work with instructional coaches.	Curriculum Development, Technology, Teacher Collaboration, Professional Learning	Tier 1	Monitor	08/23/2019	06/12/2020	$0	Section 31a	Instructional coaches and certified staff grades 6-8

Activity - Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches will model how to "goal set" for student learning. This will take place during hour long PD.	Direct Instruction	Tier 1	Getting Ready	08/23/2019	06/12/2020	$0	No Funding Required	Instructional Coaches

(shared) Strategy 2:

Competency-based, Personalized Learning System of Education - The time for competency education has come. It is vitally important for our country to move away from the restrictions of a time-based system. The reasons are many: To ensure that all students succeed in building college and career readiness, consistent with the Common Core of world class knowledge and skills; To build the capacity of districts, schools and educators to respond more rapidly to the needs of students and engage in continuous improvement; To take advantage of the extraordinary technological advances in online learning for personalization, allowing students to learn at their own pace, any time and everywhere. To provide greater flexibility for students that would otherwise not graduate from high school because they have to work or care for their families. In 2011, 100 innovators in competency education came together for the first time. At that meeting, participants fine-tuned a working definition of high quality competency education: -Students advance upon mastery. -Competencies include explicit, measurable, transferable learning standards that empower students. -Assessment is meaningful and a positive learning experience for students. -Students receive timely, differentiated support based on their individual learning needs. -Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

Category: Social Studies

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.

Tier: Tier 1

Activity - RTI Case Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team of teachers, social workers, counselors, and administrators will meet regularly to discuss struggling students. This process will eventually involve the guardian and the student.	Technology, Behavioral Support Program, Academic Support Program, Teacher Collaboration, Parent Involvement	Tier 2	Implement	08/23/2019	06/12/2020	$0	General Fund	Social worker, counselor, teachers and administrators

Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in need of more time and instruction have the following opportunities: 7th hour, Advisory tutoring, 1/2 day Intervention, Academic Review Days, Extended School Year (Summer School).	Technology, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction	Tier 2	Implement	08/23/2019	06/12/2020	$0	Section 31a	Certified staff 6-8

Activity - Classroom Follow-up Visits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches will schedule classroom follow-up visits to monitor and give feedback around competency based p[personalized learning.	Walkthrough, Technology, Teacher Collaboration, Professional Learning	Tier 2	Implement	08/23/2019	06/12/2020	$0	General Fund	Instructional Coaches and Administration

Activity - Academic Support/Intervention Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Students who require extra time and support will have the opportunity to enroll in an Academic Support/Intervention class that is smaller in size and gives students an extra opportunity to complete work as well as receive direct instruction. | Technology, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction | Tier 2 | Monitor | 08/23/2019 | 06/12/2020 | $0 | | Section 31a | Intervention teachers |

(shared) Strategy 3:

Safe and Orderly Environment - A learning community in which staff, students, parents and the community perceive and describe as safe and orderly. Stakeholders have roles that are defined in the decision-making process regarding school initiatives. PLC's and stakeholder teams work together on issues regarding curriculum, assessment, instruction, and the achievement of all students (Marzano, 2012). Stakeholders are invested in the successes of the school and all play a role in helping the learning community engage in continuous improvement.

Category: School Culture

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) •Reeves, M. A., Kanan, L. M., & Plog, A. E. (2010). Comprehensive planning for safe learning environments: A school professional's guide to integrating physical and psychological safety. New York, NY: Routledge.

Tier: Tier 1

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).	Technology, Policy and Process, Teacher Collaboration, Parent Involvement	Tier 1	Implement	08/23/2019	06/12/2020	$0	General Fund	All stakeholder

Activity - Parent Advisory Committee	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

The Parent Advisory Committee is a group committed to facilitating clear communication between Kenowa Hills Middle School and families, and gathering feedback in order to be advocates for all stakeholders.	Community Engagement, Technology, Policy and Process, Parent Involvement	Tier 1	Implement	08/23/2019	06/12/2020	$0		General Fund	Administration

Activity - Athletic Advisory Committee	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Athletic Advisory committee is a group of community members dedicated to helping middle school athletics thrive through support, feedback, and collaboration.	Community Engagement, Technology, Policy and Process, Extra Curricular, Parent Involvement	Tier 1	Implement	08/23/2019	06/12/2020	$0	General Fund	Athletic Director

(shared) Strategy 4:

Effective Instructional Framework - Gradual Release of Responsibility - The gradual release of responsibility model or GRR model is an instructional model of teaching which is a designed method of pedagogy framed around a process devolving responsibility within the learning process from the teacher to the eventual independence of the learner. There are four main interactive components called Focus Lesson, Guided Instruction, Collaborative Learning and Independent Work. The gradual release of responsibility model of instruction has been documented as an effective approach for improving achievement.

Category: Social Studies

Research Cited: Fisher, D. and N. Frey, "Implementing a Schoolwide Literacy Framework: Improving Achievement in an Urban Elementary School," The Reading Teacher, 61, 2007, pp. 32-45. •Fisher, Douglas, and Nancy Frey. Better learning through structured teaching: A framework for the gradual release of responsibility. ASCD, 2013. •Van de Pol, Janneke, Monique Volman, and Jos Beishuizen. "Scaffolding in teacher–student interaction: A decade of research." Educational Psychology Review 22.3 (2010): 271-296. •Brown and Lara, 2011 Brown, L. & Lara, V. (2011. Oct. 9). Professional Development Module on Collaborative Learning. El Paso Community College, Texas; USA. Retrieved 5 Nov. 2011

Tier: Tier 1

Activity - Collaborative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction.2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3.Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems. | Curriculum Development, Technology, Teacher Collaboration, Professional Learning | Tier 1 | Implement | 08/23/2019 | 06/12/2020 | $0 | General Fund | All certified staff grades 6-8 |

Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will observe peers to grow learning and give feedback around instructional practices. Participants will set goals for future implementation and receive follow-up visits to work with instructional coaches.	Walkthrough, Technology, Teacher Collaboration, Professional Learning	Tier 1	Implement	08/23/2019	06/12/2020	$0	General Fund	Instructional Coaches and certified staff grades 6-8

Activity - Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A group of teacher leaders and administrators will go into classrooms 3 times a year and gather data around teacher instruction. That data will be used to improve instruction and inform professional development decisions.	Walkthrough, Technology, Teacher Collaboration, Professional Learning	Tier 1	Monitor	08/27/2018	06/07/2019	$0	General Fund	District Administrators and teacher leaders

Goal 5: All students will be proficient in writing.

Measurable Objective 1:

A 2% increase of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in Writing in English Language Arts by 06/08/2018 as measured by M-Step..

(shared) Strategy 1:

Guaranteed and viable curriculum - LA teacher will plan, map, and align the writing standards with the LA curriculum in grades 6-8.

Category: English/Language Arts

Research Cited: Marzano, Workshop training, Maisa Units

Tier: Tier 1

Activity - Professional Development for all staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum Academy, Maisa training, Workshop training	Curriculum Development	Tier 1	Implement	09/04/2017	06/08/2018	$0	General Fund	All 6th grade teachers, LA teachers in grade 7-8

Activity - Monthly PLC Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly Learning Communities and staff meetings to determine strategies to improve student learning.	Teacher Collaboration	Tier 1		09/04/2017	06/08/2018	$0	General Fund	MS Staff

(shared) Strategy 2:

Multi-tiered system of support - Identify at risk students that will receive an intervention in writing.

Category:

Research Cited: Marzano

Tier: Tier 1

Activity - RTI case study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet to determine strategies to increase student learning.	Academic Support Program	Tier 1	Implement	09/04/2017	06/08/2018	$0	General Fund	MS Staff

Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in need of more time and instruction have the following opportunities: 7th hour, Advisory Tutoring, 1/2 day Intervention, Academic Review Days, Extended School Year (Summer School).	Technology, Behavioral Support Program, Academic Support Program, Direct Instruction	Tier 2	Implement	09/04/2017	06/08/2018	$0	Section 31a	Instructional Coaches, MS staff, Behavior Interventionist

Activity - ELL Parapro and teacher support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parapro and teacher will work with ELL students.	Academic Support Program	Tier 2	Implement	09/04/2017	06/08/2018	$0	Title III	ELL staff and certified staff

(shared) Strategy 3:

Instructional Design and Delivery - Teachers will receive training on methods for creating a standards based system of instruction and assessment, in addition to training for a personal mastery system.

Category: English/Language Arts

Research Cited: Delivering on the Promise: The Education Revolution, DeLorenzo, Battino, Schreiber, Carrio, Competency Based Education, Reading and Writing Workshop model, Better Learning Through Structured Teaching: Fisher and Frey.

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue training on Instructional Design and Delivery, Personal Mastery and Workshop model by personal consultants and internal instructional coaches.	Technology, Direct Instruction, Professional Learning	Tier 1	Implement	09/04/2017	06/08/2018	$0	General Fund	All 6th grade teachers, 7-8 LA teachers

Activity - Monthly PLC Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA staff will meet monthly to design implementation of personal mastery learning.	Technology, Teacher Collaboration, Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	$0	General Fund	All 6th grade teachers, 7-8 LA staff

Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will observe peers to grow learning and to give feedback around instructional practices. Participants will set goals for future implementation and receive follow-up visits to work with instructional coaches.	Technology, Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Implement	09/04/2017	06/08/2018	$0	Section 31a	Instructional Coaches, MS Staff

Measurable Objective 2:

A 2% increase of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in common assessments in writing in English Language Arts by 06/09/2017 as measured by semester grades.

(shared) Strategy 1:

Guaranteed and viable curriculum - LA teacher will plan, map, and align the writing standards with the LA curriculum in grades 6-8.

Category: English/Language Arts

Research Cited: Marzano, Workshop training, Maisa Units

Tier: Tier 1

Activity - Professional Development for all staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum Academy, Maisa training, Workshop training	Curriculum Development	Tier 1	Implement	09/04/2017	06/08/2018	$0	General Fund	All 6th grade teachers, LA teachers in grade 7-8

Activity - Monthly PLC Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly Learning Communities and staff meetings to determine strategies to improve student learning.	Teacher Collaboration	Tier 1		09/04/2017	06/08/2018	$0	General Fund	MS Staff

(shared) Strategy 2:

Multi-tiered system of support - Identify at risk students that will receive an intervention in writing.

Category:

Research Cited: Marzano

Tier: Tier 1

Activity - RTI case study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet to determine strategies to increase student learning.	Academic Support Program	Tier 1	Implement	09/04/2017	06/08/2018	$0	General Fund	MS Staff

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

Students in need of more time and instruction have the following opportunities: 7th hour, Advisory Tutoring, 1/2 day Intervention, Academic Review Days, Extended School Year (Summer School).	Technology, Behavioral Support Program, Academic Support Program, Direct Instruction	Tier 2	Implement	09/04/2017	06/08/2018	$0	Section 31a	Instructional Coaches, MS staff, Behavior Interventionist

Activity - ELL Parapro and teacher support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parapro and teacher will work with ELL students.	Academic Support Program	Tier 2	Implement	09/04/2017	06/08/2018	$0	Title III	ELL staff and certified staff

(shared) Strategy 3:

Instructional Design and Delivery - Teachers will receive training on methods for creating a standards based system of instruction and assessment, in addition to training for a personal mastery system.

Category: English/Language Arts

Research Cited: Delivering on the Promise: The Education Revolution, DeLorenzo, Battino, Schreiber, Carrio, Competency Based Education, Reading and Writing Workshop model, Better Learning Through Structured Teaching: Fisher and Frey.

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue training on Instructional Design and Delivery, Personal Mastery and Workshop model by personal consultants and internal instructional coaches.	Technology, Direct Instruction, Professional Learning	Tier 1	Implement	09/04/2017	06/08/2018	$0	General Fund	All 6th grade teachers, 7-8 LA teachers

Activity - Monthly PLC Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA staff will meet monthly to design implementation of personal mastery learning.	Technology, Teacher Collaboration, Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	$0	General Fund	All 6th grade teachers, 7-8 LA staff

Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will observe peers to grow learning and to give feedback around instructional practices. Participants will set goals for future implementation and receive follow-up visits to work with instructional coaches.	Technology, Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Implement	09/04/2017	06/08/2018	$0	Section 31a	Instructional Coaches, MS Staff

Goal 6: 80% of all students and staff will experience and implement personal learning in a competency based environment

Measurable Objective 1:

80% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in a competency based system in Mathematics by 06/12/2020 as measured by common standard based assessments and learning rubrics.

Strategy 1:

Extended Learning Opportunities - There will be after school tutoring, Advisory Tutoring, Academic Review Days, and 1/2 day extended day opportunities for students to have more time to complete standards.

Category: Mathematics

Research Cited: Marzano, Reinventing Schools . 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.

Tier: Tier 1

Activity - Advisory	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advisory is a Stakeholder voice and choice opportunity at the end of each day. It can be used by the learner in many ways. It's an opportunity for additional tutoring for students, and also a chance to go beyond the traditional school setting and allows students to chose an activity that suits their interests and their academic level.	Technology, Academic Support Program	Tier 1	Monitor	08/23/2019	06/12/2020	$0	General Fund	MS Staff

Activity - 7th Hour	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There will be after school tutoring to help students who need more time.	Technology, Academic Support Program, Teacher Collaboration, Direct Instruction	Tier 1	Monitor	08/23/2019	06/12/2020	$0	Section 31a	MS Staff

Activity - Extended Day 1/2 Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On 1/2 days, students will have the opportunity to stay and receive extra help and time to show proficiency on standards.	Technology, Academic Support Program, Direct Instruction	Tier 2	Monitor	08/23/2019	06/12/2020	$0	Section 31a	MS Staff

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide a 2 week extended school year for students who need more time to meet proficiency on standards.	Technology, Academic Support Program, Teacher Collaboration, Direct Instruction	Tier 2	Monitor	08/23/2019	06/12/2020	$0	Section 31a	MS Staff

Goal 7: Kenowa Hills Middle School will support the social and emotional needs of all students.

Measurable Objective 1:

collaborate to support the social and emotional needs of all students by 06/12/2020 as measured by decreased behavior referrals and increased stakeholder's satisfaction ratings on school wide surveys.

Strategy 1:

Student Voice and Choice - Students and staff will collaborate to establish expected norms for behaviors that support a shared vision of success.

Category: School Culture

Research Cited: Flippen Group, Capturing Kids Hearts, Reinventing Schools 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.

Tier: Tier 1

Activity - Create Code of Conduct	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and students will collaborate to determine what successful behavior and culture will look like, sound like, and feel like within the school community. This will be "refreshed" for the 18/19 school year. We will take the existing Code of Conduct and update to reflect our current student population.	Community Engagement, Technology, Behavioral Support Program, Policy and Process	Tier 1	Implement	08/23/2019	06/12/2020	$0	No Funding Required	All MS Staff

Activity - Shared Vision	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create a building Shared Vision using student voice from each classroom.	Technology, Behavioral Support Program, Teacher Collaboration	Tier 1	Monitor	08/23/2019	06/12/2020	$0	General Fund	MS Staff

Activity - Parking Lots	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create Parking Lots in each classroom for students to be able to provide feedback for the teacher.	Technology, Behavioral Support Program, Policy and Process, Other	Tier 1	Implement	08/23/2019	06/12/2020	$0	General Fund	MS Staff

Activity - Student Council	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Student leaders will collaborate to form school wide celebrations as well as design a way to collect student voice.	Technology, Extra Curricular, Teacher Collaboration	Tier 1	Monitor	08/23/2019	06/12/2020	$0	General Fund	Student Council Advisors

Strategy 2:

Life Skills - Social Studies teachers will create a Life Skills report card that addresses all of the soft skills that are needed for success but are not a part of the academic

grade. All teachers will contribute to this but SS teachers will report out.

Category: School Culture

Research Cited: The Flippen Group, Marzano

Tier: Tier 1

Activity - Life Skills Report Card	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will teach and report on the students life skills. Social studies teachers will be the official teacher of record.	Technology, Behavioral Support Program, Teacher Collaboration	Tier 1	Getting Ready	08/23/2019	06/12/2020	$0	General Fund	MS Staff

Strategy 3:

Anti-Bullying Group - The counseling department will form an anti-bullying group. Students interested will fill out an application.

Category: School Culture

Research Cited: The Flippen Group, Reinventing School

Tier: Tier 1

Activity - Bright Knights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Bright Knights will help to spread an anti-bullying message. They will do this by organizing presentations as well as bringing in outside speakers.	Technology, Behavioral Support Program, Teacher Collaboration, Other	Tier 1	Monitor	08/23/2019	06/12/2020	$0	General Fund	Counseling Department and the Behavior Interventionist

Strategy 4:

Improve School Safety - Implement the Watch Dogs Program

Category: School Culture

Research Cited: Watch Dogs

Tier: Tier 1

Activity - Emergency Operations Committee	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The EOP committee meets monthly to discuss school safety issues including, but not limited to, Fire drill procedures, Tornado procedures, RhiF (Run, Hide, Fight) procedures. etc.	Community Engageme nt, Policy and Process	Tier 1	Monitor	08/23/2019	06/12/2020	$0	No Funding Required	Committee Members, Community Resource Officer

Goal 8: All Students will complete an EDP by the end of 8th grade.

Measurable Objective 1:

complete a portfolio or performance to show that all students have completed an EDP by the end of 8th grade. by 06/05/2020 as measured by The percentage of students that have completed the EDP (100%).

Strategy 1:

 Engage students in career exploration within Michigan's 17 Career Clusters - Through various activities, students will be exposed to different career paths under

Michigan's 17 career clusters. This will help students develop an EDP by the end of 8th grade.

Category: Career and College Ready

Tier: Tier 1

Activity - Career Cruising for 7th graders	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in 7th grade will be exposed to different career opportunities during 7th grade "Career Cruising" Days.	Career Preparation /Orientation	Tier 1	Getting Ready	08/27/2019	06/05/2020	$0	No Funding Required	7th grade staff. STEM staff.

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

| STEM classes are evolving as career exposure opportunities. Students explore many fields in the areas of Science, Technology, Engineering and Math. | Technology, Career Preparation/Orientation, Direct Instruction | Tier 1 | Getting Ready | 08/26/2019 | 06/05/2020 | $0 | General Fund | STEM Staff |

Activity - Study/Field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trips to further the development and exposure to career's. Examples: Washington DC, Youth summit at Grand Valley State University.	Field Trip	Tier 1	Getting Ready	08/27/2019	06/05/2020	$0	No Funding Required	All Staff. Heath staff.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
ELL Parapro and teacher support	Parapro and teacher will work with ELL students.	Academic Support Program	Tier 2	Implement	09/04/2017	06/08/2018	$0	ELL staff and certified staff

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Coaches	Instructional coaches will be used to help drive instruction. They will meet with teachers, help develop individual goals, give feedback and provide resources.	Walkthrough, Technology, Teacher Collaboration, Professional Learning	Tier 2	Implement	08/23/2019	06/12/2020	$0	Instructional Coaches
Academic Support/Intervention Class	Students who require extra time and support will have the opportunity to enroll in an Academic Support/Intervention class that is smaller in size and gives students an extra opportunity to complete work as well as receive direct instruction.	Technology, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction	Tier 2	Monitor	08/23/2019	06/12/2020	$0	Intervention teachers

Extended Learning Opportunities	Students in need of more time and instruction have the following opportunities: 7th hour, Advisory tutoring, 1/2 day Intervention, Academic Review Days, Extended School Year (Summer School).	Technology, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction	Tier 2	Monitor	08/23/2019	06/12/2020	$0	Certified staff 6-8
Academic Support/Intervention Class	Students who require extra time and support will have the opportunity to enroll in an Academic Support/Intervention class that is smaller in size and gives students an extra opportunity to complete work as well as receive direct instruction.	Technology, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction	Tier 2	Monitor	08/23/2019	06/12/2020	$0	Intervention teachers
Collaborative Learning	Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction.2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3.Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems.	Technology, Teacher Collaboration, Professional Learning	Tier 1	Implement	08/23/2019	06/12/2020	$0	All certified staff grades 6-8
Classroom Follow-up Visits	Instructional coaches will schedule classroom follow-up visits to monitor and give feedback around competency based p[personalized learning.	Walkthrough, Technology, Teacher Collaboration, Professional Learning	Tier 2	Implement	08/23/2019	06/12/2020	$0	Instructional coaches and Administrators

Extended Learning Opportunities	Students in need of more time and instruction have the following opportunities: 7th hour, Advisory tutoring, 1/2 day Intervention, Academic Review Days, Extended School Year (Summer School).	Technology, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction	Tier 2	Monitor	08/23/2019	06/12/2020	$0	certified staff 6-8
Extended Learning Opportunities	Students in need of more time and instruction have the following opportunities: 7th hour, Advisory Tutoring, 1/2 day Intervention, Academic Review Days, Extended School Year (Summer School).	Technology, Behavioral Support Program, Academic Support Program, Direct Instruction	Tier 2	Implement	09/04/2017	06/08/2018	$0	Instructional Coaches, MS staff, Behavior Interventionist
Classroom Learning Labs	Staff members will observe peers to grow learning and give feedback around instructional practices. Participants will set goals for future implementation and receive follow-up visits to work with instructional coaches.	Curriculum Development, Technology, Teacher Collaboration, Professional Learning	Tier 1	Monitor	08/23/2019	06/12/2020	$0	Instructional coaches and certified staff grades 6-8
Behavior Intervention	Students who need a least distracting environment or who are struggling to behavior in class can be sent to the Intervention Center where they can work with the Behavior Interventionist.	Technology, Behavioral Support Program, Teacher Collaboration	Tier 2	Implement	08/23/2019	06/12/2020	$0	Behavior Interventionist and certified staff grades 6-8
Academic Support/Intervention Class	Students who require extra time and support in ELA will have the opportunity to enroll in an Academic Support/Intervention class that is smaller in size and gives students an extra opportunity to complete work as well as receive direct instruction.	Technology, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction	Tier 2	Implement	08/23/2019	06/12/2020	$0	All certified staff grades 6-8

Academic Support/Intervention Class	Students who require extra time and support will have the opportunity to enroll in an Academic Support/Intervention class that is smaller in size and gives students an extra opportunity to complete work as well as receive direct instruction.	Technology, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction	Tier 2	Monitor	08/23/2019	06/12/2020	$0	Intervention teachers
Classroom Learning Labs	Staff members will observe peers to grow learning and give feedback around instructional practices. Participants will set goals for future implementation and receive follow-up visits to work with instructional coaches.	Walkthrough, Technology, Teacher Collaboration, Professional Learning	Tier 1	Implement	08/23/2019	06/12/2020	$0	Instructional Coaches and certified staff grades 6-8
Extended Learning Opportunities	Students in need of more time and instruction have the following opportunities: 7th hour, Advisory tutoring, 1/2 day Intervention, Academic Review Days, Extended School Year (Summer School).	Technology, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction	Tier 2	Implement	08/23/2019	06/12/2020	$0	Certified staff 6-8
Behavior Intervention	Students who need a least distracting environment or who are struggling to behavior in class can be sent to the Intervention Center where they can work with the Behavior Interventionist.	Technology, Behavioral Support Program, Teacher Collaboration	Tier 2	Monitor	08/23/2019	06/12/2020	$0	Behavior Interventionist and certified staff grades 6-8
Instructional Coaches	Instructional coaches will be used to help drive instruction. They will meet with teachers, help develop individual goals, give feedback and provide resources.	Technology, Teacher Collaboration, Professional Learning	Tier 2	Implement	08/23/2019	06/12/2020	$0	Instructional Coaches

Extended Learning Opportunities	Students in need of more time and instruction have the following opportunities: 7th hour, Advisory tutoring, 1/2 day Intervention, Academic Review Days, Extended School Year (Summer School).	Technology, Behavioral Support Program, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction	Tier 2	Monitor	08/23/2019	06/12/2020	$0	All certified staff grades 6-8
Instructional Coaches	Instructional coaches will be used to help drive instruction. They will meet with teachers, help develop individual goals, give feedback and provide resources.	Walkthrough, Curriculum Development, Technology, Teacher Collaboration, Direct Instruction, Professional Learning	Tier 2	Implement	08/23/2019	06/12/2020	$0	Instructional Coaches
Extended Day 1/2 Day	On 1/2 days, students will have the opportunity to stay and receive extra help and time to show proficiency on standards.	Technology, Academic Support Program, Direct Instruction	Tier 2	Monitor	08/23/2019	06/12/2020	$0	MS Staff
Summer School	Provide a 2 week extended school year for students who need more time to meet proficiency on standards.	Technology, Academic Support Program, Teacher Collaboration, Direct Instruction	Tier 2	Monitor	08/23/2019	06/12/2020	$0	MS Staff
Extended Learning Opportunities	Students in need of more time and instruction have the following opportunities: 7th hour, Advisory tutoring, 1/2 day Intervention, Academic Review Days, Extended School Year (Summer School).	Technology, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction	Tier 2	Monitor	08/23/2019	06/12/2020	$0	Certified staff 6-8

Classroom Follow-up Visits	Instructional coaches will schedule classroom follow-up visits to monitor and give feedback around competency based p[personalized learning.	Walkthrough, Technology, Teacher Collaboration, Professional Learning	Tier 2	Implement	08/23/2019	06/12/2020	$0	Instructional coaches and Administration
Academic Support/Intervention Class	Students who require extra time and support will have the opportunity to enroll in an Academic Support/Intervention class that is smaller in size and gives students an extra opportunity to complete work as well as receive direct instruction.	Technology, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction	Tier 2	Monitor	08/23/2019	06/12/2020	$0	All certified staff grades 6-8
7th Hour	There will be after school tutoring to help students who need more time.	Technology, Academic Support Program, Teacher Collaboration, Direct Instruction	Tier 1	Monitor	08/23/2019	06/12/2020	$0	MS Staff
Classroom Learning Labs	Staff members will observe peers to grow learning and to give feedback around instructional practices. Participants will set goals for future implementation and receive follow-up visits to work with instructional coaches.	Technology, Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Implement	09/04/2017	06/08/2018	$0	Instructional Coaches, MS Staff
Extended Learning Opportunities	Students in need of more time and instruction have the following opportunities: 7th hour, Advisory tutoring, 1/2 day Intervention, Academic Review Days, Extended School Year (Summer School).	Technology, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction	Tier 2	Monitor	08/23/2019	06/12/2020	$0	All certified staff grades 6-8

Instructional Coaches	Instructional coaches will be used to help drive instruction. They will meet with teachers, help develop individual goals, give feedback and provide resources.	Walkthrough, Technology, Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Implement	08/23/2019	06/12/2020	$0	Instructional Coaches
Academic Support/Intervention Class	Students who require extra time and support in Science will have the opportunity to enroll in an Academic Support/Intervention class that is smaller in size and gives students an extra opportunity to complete work as well as receive direct instruction.	Technology, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction	Tier 2	Implement	08/23/2019	06/12/2020	$0	Intervention teachers
Classroom Learning Labs	Staff members will observe peers to grow learning and give feedback around instructional practices. Participants will set goals for future implementation and receive follow-up visits to work with instructional coaches.	Curriculum Development, Technology, Teacher Collaboration, Professional Learning	Tier 1	Monitor	08/23/2019	06/12/2020	$0	Instructional coaches and certified staff grades 6-8
Extended Learning Opportunities	Students in need of more time and instruction have the following opportunities: 7th hour, Advisory tutoring, 1/2 day Intervention, Academic Review Days, Extended School Year (Summer School).	Technology, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction	Tier 2	Implement	08/23/2019	06/12/2020	$0	All certified staff grades 6-8
Classroom Learning Labs	Staff members will observe peers to grow learning and give feedback around instructional practices. Participants will set goals for future implementation and receive follow-up visits to work with instructional coaches.	Curriculum Development, Technology, Teacher Collaboration, Professional Learning	Tier 1	Monitor	08/23/2019	06/12/2020	$0	Instructional coaches and certified staff grades 6-8

Behavior Intervention	Students who need a least distracting environment or who are struggling to behavior in class can be sent to the Intervention Center where they can work with the Behavior Interventionist.	Technology, Behavioral Support Program, Teacher Collaboration	Tier 2	Monitor	08/23/2019	06/12/2020	$0	Behavior Interventionist and certified staff grades 6-8
Academic Support/Intervention Class	Students who require extra time and support will have the opportunity to enroll in an Academic Support/Intervention class that is smaller in size and gives students an extra opportunity to complete work as well as receive direct instruction.	Technology, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction	Tier 2	Implement	08/23/2019	06/12/2020	$0	Intervention teachers
Behavior Intervention	Students who need a least distracting environment or who are struggling to behavior in class can be sent to the Intervention Center where they can work with the Behavior Interventionist.	Technology, Behavioral Support Program, Teacher Collaboration	Tier 2	Monitor	08/23/2019	06/12/2020	$0	Behavior Interventionist and certified staff grades 6-8
Academic Support/Intervention Class	Students who require extra time and support in Science will have the opportunity to enroll in an Academic Support/Intervention class that is smaller in size and gives students an extra opportunity to complete work as well as receive direct instruction.	Technology, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction	Tier 2	Monitor	08/23/2019	06/12/2020	$0	All certified staff grades 6-8
Extended Learning Opportunities	Students in need of more time and instruction have the following opportunities: 7th hour, Advisory tutoring, 1/2 day Intervention, Academic Review Days, Extended School Year (Summer School).	Technology, Academic Support Program, Teacher Collaboration, Direct Instruction, Class Size Reduction	Tier 2	Monitor	08/23/2019	06/12/2020	$0	All certified staff grades 6-8

No Funding Required

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

Career Cruising for 7th graders	Students in 7th grade will be exposed to different career opportunities during 7th grade "Career Cruising" Days.	Career Preparation /Orientation	Tier 1	Getting Ready	08/27/2019	06/05/2020	$0	7th grade staff. STEM staff.
Goal Setting	Instructional coaches will model for the entire staff how to have students "goal set" for success. This will be modeled at an all staff PD hour.	Direct Instruction	Tier 1	Implement	08/23/2019	06/12/2020	$0	Instructional Coaches
Goal Setting	Instructional coaches will model how to have students set goals for their learning. This will take place at an hour PD session.	Direct Instruction	Tier 1	Getting Ready	08/23/2019	06/12/2020	$0	Instructional Coaches
Goal Setting	Instructional coaches will model how to "goal set" for student learning. This will take place during PD time.	Direct Instruction	Tier 1	Getting Ready	08/23/2019	06/12/2020	$0	Instructional staff
Study/Field Trips	Trips to further the development and exposure to career's. Examples: Washington DC, Youth summit at Grand Valley State University.	Field Trip	Tier 1	Getting Ready	08/27/2019	06/05/2020	$0	All Staff. Heath staff.
Create Code of Conduct	Staff and students will collaborate to determine what successful behavior and culture will look like, sound like, and feel like within the school community. This will be "refreshed" for the 18/19 school year. We will take the existing Code of Conduct and update to reflect our current student population.	Community Engagement, Technology, Behavioral Support Program, Policy and Process	Tier 1	Implement	08/23/2019	06/12/2020	$0	All MS Staff
Goal Setting	Instructional coaches will model how to "goal set" for student learning. This will take place during hour long PD.	Direct Instruction	Tier 1	Getting Ready	08/23/2019	06/12/2020	$0	Instructional Coaches
Emergency Operations Committee	The EOP committee meets monthly to discuss school safety issues including, but not limited to, Fire drill procedures, Tornado procedures, RhiF (Run, Hide, Fight) procedures. etc.	Community Engagement, Policy and Process	Tier 1	Monitor	08/23/2019	06/12/2020	$0	Committee Members, Community Resource Officer

General Fund

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

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).	Technology, Policy and Process, Teacher Collaboration, Parent Involvement	Tier 1	Implement	08/23/2019	06/12/2020	$0	All stakeholder
Instructional Rounds	A group of teacher leaders and administrators will go into classrooms 3 times a year and gather data around teacher instruction. That data will be used to improve instruction and inform professional development decisions.	Technology, Teacher Collaboration, Professional Learning	Tier 1	Monitor	08/27/2018	06/07/2019	$0	District Administrators and teacher leaders
Classroom Follow-up Visits	Instructional coaches will schedule classroom follow-up visits to monitor and give feedback around competency based personalized learning.	Walkthrough, Technology, Teacher Collaboration, Professional Learning	Tier 1	Implement	08/23/2019	06/12/2020	$0	Instructional Coaches
RTI Case Studies	A team of teachers, social workers, counselors, and administrators will meet regularly to discuss struggling students. This process will eventually involve the guardian and the student.	Technology, Teacher Collaboration	Tier 2	Implement	08/23/2019	06/12/2020	$0	Social worker, counselor, teachers and administrators
Bright Knights	The Bright Knights will help to spread an anti-bullying message. They will do this by organizing presentations as well as bringing in outside speakers.	Technology, Behavioral Support Program, Teacher Collaboration, Other	Tier 1	Monitor	08/23/2019	06/12/2020	$0	Counseling Department and the Behavior Interventionist
Professional Development	Staff will continue training on Instructional Design and Delivery, Personal Mastery and Workshop model by personal consultants and internal instructional coaches.	Technology, Direct Instruction, Professional Learning	Tier 1	Implement	09/04/2017	06/08/2018	$0	All 6th grade teachers, 7-8 LA teachers

Monthly PLC Meetings	Staff meet to determine strategies to enhance student learning.	Curriculum Development, Technology, Academic Support Program, Teacher Collaboration, Professional Learning	Tier 1	Monitor	08/23/2019	06/12/2020	$0	6-8 Certified staff
Instructional Rounds	A group of teacher leaders and administrators will go into classrooms 3 times a year and gather data around teacher instruction. That data will be used to improve instruction and inform professional development decisions.	Walkthrough, Technology, Teacher Collaboration, Professional Learning	Tier 1	Monitor	08/27/2018	06/07/2019	$0	District Administrators and teacher leaders
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).	Technology, Teacher Collaboration, Parent Involvement	Tier 1	Implement	08/23/2019	06/12/2020	$0	certified staff 6-8
Life Skills Report Card	All teachers will teach and report on the students life skills. Social studies teachers will be the official teacher of record.	Technology, Behavioral Support Program, Teacher Collaboration	Tier 1	Getting Ready	08/23/2019	06/12/2020	$0	MS Staff
Parent Advisory Committee	The Parent Advisory Committee is a group committed to facilitating clear communication between Kenowa Hills Middle School and families, and gathering feedback in order to be advocates for all stakeholders.	Community Engagement, Technology, Policy and Process, Parent Involvement		Implement	08/23/2019	06/12/2020	$0	Administration

Instructional Rounds	A group of teacher leaders and administrators will go into classrooms 3 times a year and gather data around teacher instruction. That data will be used to improve instruction and inform professional development decisions.	Technology, Teacher Collaboration, Professional Learning	Tier 1	Implement	08/27/2018	06/07/2019	$0	District Administrators and teacher leaders
Instructional Rounds	A group of teacher leaders and administrators will go into classrooms 3 times a year and gather data around teacher instruction. That data will be used to improve instruction and inform professional development decisions.	Walkthrough, Curriculum Development, Technology, Teacher Collaboration	Tier 1	Monitor	08/27/2018	06/07/2019	$0	District Administrators and teacher leaders
Classroom Learning Labs	Staff members will observe peers to grow learning and give feedback around instructional practices. Participants will set goals for future implementation and receive follow-up visits to work with instructional coaches.	Technology, Teacher Collaboration	Tier 1	Monitor	08/23/2019	06/12/2020	$0	Instructional coaches and certified staff
Parent Advisory Committee	The Parent Advisory Committee is a group committed to facilitating clear communication between Kenowa Hills Middle School and families, and gathering feedback in order to be advocates for all stakeholders.	Community Engagement, Technology, Policy and Process, Parent Involvement	Tier 1	Implement	08/23/2019	06/12/2020	$0	Admnistration
RTI Case Studies	A team of teachers, social workers, counselors, and administrators will meet regularly to discuss struggling students. This process will eventually involve the guardian and the student.	Technology, Behavioral Support Program, Academic Support Program, Teacher Collaboration, Parent Involvement	Tier 2	Implement	08/23/2019	06/12/2020	$0	Social worker, counselor, teachers and administrators
Classroom Learning Labs	Staff members will observe peers to grow learning and give feedback around instructional practices. Participants will set goals for future implementation and receive follow-up visits to work with instructional coaches.	Technology, Teacher Collaboration, Professional Learning	Tier 1	Monitor	08/23/2019	06/12/2020	$0	Instructional coaches and certified staff grades 6-8

Parent Advisory Committee	The Parent Advisory Committee is a group committed to facilitating clear communication between Kenowa Hills Middle School and families, and gathering feedback in order to be advocates for all stakeholders.	Community Engagement, Technology, Policy and Process, Parent Involvement	Tier 1	Implement	08/23/2019	06/12/2020	$0	Administration
Multi-tiered System of Support	An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.). Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.	Technology, Behavioral Support Program, Academic Support Program, Policy and Process, Teacher Collaboration	Tier 1	Implement	08/23/2019	06/12/2020	$0	All certified staff grades 6-8
Multi-tiered System of Support	An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.). Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.	Technology, Behavioral Support Program, Academic Support Program, Teacher Collaboration	Tier 2	Monitor	08/23/2019	06/12/2020	$0	All certified staff grades 6-8
Athletic Advisory Committee	The Athletic Advisory committee is a group of community members dedicated to helping middle school athletics thrive through support, feedback, and collaboration.	Community Engagement, Technology, Extra Curricular, Parent Involvement	Tier 1	Implement	08/23/2019	06/12/2020	$0	Athletic Director

Shared Vision	Create a building Shared Vision using student voice from each classroom.	Technology, Behavioral Support Program, Teacher Collaboration	Tier 1	Monitor	08/23/2019	06/12/2020	$0	MS Staff
Classroom Learning Labs	Staff members will observe peers to grow learning and give feedback around instructional practices. Participants will set goals for future implementation and receive follow-up visits to work with instructional coaches.	Walkthrough, Technology, Teacher Collaboration, Professional Learning	Tier 1	Implement	08/23/2019	06/12/2020	$0	Instructional Coaches and certified staff grades 6-8
Collaborative Learning	Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction.2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3.Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems.	Technology, Teacher Collaboration, Professional Learning	Tier 1	Implement	08/23/2019	06/12/2020	$0	All certified staff 6-8
Parking Lots	Create Parking Lots in each classroom for students to be able to provide feedback for the teacher.	Technology, Behavioral Support Program, Policy and Process, Other	Tier 1	Implement	08/23/2019	06/12/2020	$0	MS Staff
Parent Advisory Committee	The Parent Advisory Committee is a group committed to facilitating clear communication between Kenowa Hills Middle School and families, and gathering feedback in order to be advocates for all stakeholders.	Community Engagement, Technology, Policy and Process, Parent Involvement	Tier 1	Implement	08/23/2019	06/12/2020	$0	Administration

RTI Case Studies	A team of teachers, social workers, counselors, and administrators will meet regularly to discuss struggling students. This process will eventually involve the guardian and the student.	Technology, Behavioral Support Program, Academic Support Program, Policy and Process, Teacher Collaboration, Parent Involvement	Tier 2	Monitor	08/23/2019	06/12/2020	$0	Social worker, counselor, teachers, administrators.
Monthly PLC Meetings	Mathematics staff will meet monthly to work on the implementation of Common Core curriculum, using the Gradual Release of Responsibility method of instruction.	Curriculum Development, Technology, Teacher Collaboration, Direct Instruction	Tier 1	Monitor	08/23/2019	06/12/2020	$0	6-8 certified math teachers
RTI Case Studies	A team of teachers, social workers, counselors, and administrators will meet regularly to discuss struggling students. This process will eventually involve the guardian and the student.	Technology, Academic Support Program, Teacher Collaboration, Parent Involvement	Tier 2	Implement	08/23/2019	06/12/2020	$0	Social Worker, Counselor, teachers and administrators
Athletic Advisory Committee	The Athletic Advisory committee is a group of community members dedicated to helping middle school athletics thrive through support, feedback, and collaboration.	Community Engagement, Technology, Policy and Process, Extra Curricular, Parent Involvement	Tier 1	Implement	08/23/2019	06/12/2020	$0	Athletic Director
Monthly PLC Meetings	ELA staff will meet monthly to design implementation of personal mastery learning.	Technology, Teacher Collaboration, Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	$0	All 6th grade teachers, 7-8 LA staff

Collaborative Learning	Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction.2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3.Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems.	Curriculum Development, Technology, Teacher Collaboration, Professional Learning	Tier 1	Implement	08/23/2019	06/12/2020	$0	All certified staff grades 6-8
Student Council	Student leaders will collaborate to form school wide celebrations as well as design a way to collect student voice.	Technology, Extra Curricular, Teacher Collaboration	Tier 1	Monitor	08/23/2019	06/12/2020	$0	Student Council Advisors
STEM Education	STEM classes are evolving as career exposure opportunities. Students explore many fields in the areas of Science, Technology, Engineering and Math.	Technology, Career Preparation/Orientation, Direct Instruction	Tier 1	Getting Ready	08/26/2019	06/05/2020	$0	STEM 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).	Community Engagement, Technology, Policy and Process, Teacher Collaboration	Tier 1	Implement	08/23/2019	06/12/2020	$0	Certified staff grades 6-8 and Administration

Multi-tiered System of Support	An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.). Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.	Technology, Behavioral Support Program, Academic Support Program, Policy and Process, Teacher Collaboration	Tier 1	Implement	08/23/2019	06/12/2020	$0	All certified staff grades 6-8
Professional Development for all staff	Curriculum Academy, Maisa training, Workshop training	Curriculum Development	Tier 1	Implement	09/04/2017	06/08/2018	$0	All 6th grade teachers, LA teachers in grade 7-8
Athletic Advisory Committee	The Athletic Advisory committee is a group of community members dedicated to helping middle school athletics thrive through support, feedback, and collaboration.	Community Engagement, Technology, Policy and Process, Extra Curricular, Parent Involvement	Tier 1	Implement	08/23/2019	06/12/2020	$0	Athletic Director
Monthly PLC Meetings	Monthly Learning Communities and staff meetings to determine strategies to improve student learning.	Curriculum Development, Technology, Academic Support Program, Teacher Collaboration	Tier 1	Monitor	08/23/2019	06/12/2020	$0	6-8 Certified 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).	Technology, Policy and Process, Teacher Collaboration, Parent Involvement	Tier 1	Implement	08/23/2019	06/12/2020	$0	Certified staff grades 6-8
Classroom Follow-up Visits	Instructional coaches will schedule classroom follow-up visits to monitor and give feedback around competency based p[personalized learning.	Walkthrough, Technology, Teacher Collaboration, Professional Learning	Tier 2	Implement	08/23/2019	06/12/2020	$0	Instructional Coaches and Administration
Classroom Learning Labs	Staff members will observe peers to grow learning and give feedback around instructional practices. Participants will set goals for future implementation and receive follow-up visits to work with instructional coaches.	Walkthrough, Curriculum Development, Technology, Teacher Collaboration, Professional Learning	Tier 1	Monitor	08/23/2019	06/12/2020	$0	Instructional Coaches and certified staff grades 6-8
Collaborative Learning	Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction.2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3.Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems.	Technology, Teacher Collaboration	Tier 1	Implement	08/23/2019	06/12/2020	$0	Certified staff grades 6-8

Athletic Advisory Committee	The Athletic Advisory committee is a group of community members dedicated to helping middle school athletics thrive through support, feedback, and collaboration.	Community Engageme nt, Technology , Policy and Process, Parent Involvemen t	Tier 1	Implement	08/23/2019	06/12/2020	$0	Athletic Director
Advisory	Advisory is a Stakeholder voice and choice opportunity at the end of each day. It can be used by the learner in many ways. It's an opportunity for additional tutoring for students, and also a chance to go beyond the traditional school setting and allows students to chose an activity that suits their interests and their academic level.	Technology , Academic Support Program	Tier 1	Monitor	08/23/2019	06/12/2020	$0	MS Staff
RTI case study	Staff will meet to determine strategies to increase student learning.	Academic Support Program	Tier 1	Implement	09/04/2017	06/08/2018	$0	MS Staff
Multi-tiered System of Support	An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.). Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.	Curriculum Developme nt, Technology , Behavioral Support Program, Academic Support Program, Teacher Collaborati on	Tier 1		08/23/2019	06/12/2020	$0	All certified staff grades 6-8
Monthly PLC Meetings	Monthly Learning Communities and staff meetings to determine strategies to improve student learning.	Teacher Collaborati on	Tier 1		09/04/2017	06/08/2018	$0	MS Staff