

# **2019-20 District Improvement Plan for 2020-21 School Year**

**Kenowa Hills Public Schools**

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## Overview

### Plan Name

2019-20 District Improvement Plan for 2020-21 School Year

### Plan Description

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will score proficient in English language arts.	Objectives: 2 Strategies: 4 Activities: 29	Academic	\$419376
2	All students will score proficient in math.	Objectives: 2 Strategies: 4 Activities: 33	Academic	\$615014
3	All students will score proficient in science.	Objectives: 2 Strategies: 4 Activities: 32	Academic	\$582392
4	All students will score proficient in social studies.	Objectives: 2 Strategies: 4 Activities: 27	Academic	\$553491
5	All students will show growth in their social emotional learning	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$26562
6	Diversity, Equity and Inclusion research and practices will be implemented by all staff in Kenowa Hills	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$11000

## Goal 1: All students will score proficient in English language arts.

### Measurable Objective 1:

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

### Strategy 1:

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

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

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

Category: Career and College Ready

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

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

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

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

Tier: Tier 1

Activity - Gradual Release of Responsibility Instructional Model Implementation and Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our district vision is aligned with the Marzano High Reliability Schools Framework. The framework speaks to the need to have a research-based instructional model as an essential element of Level 2: Effective Teaching in Every Classroom. In 2020-21 our teachers will continue to receive professional development from our instructional coaches surrounding our district instructional model, Gradual Release of Responsibility (GRR). The 2020-21 goal is to have 100% of staff implementing highly effective collaborative learning activities in their classrooms. Teacher evaluations will continue to be based on teachers showing growth in the area of implementing the GRR instructional model. Staff professional development will involve "Classroom Learning Labs", Instructional Coaching, and Professional Learning Community times. Highly effective collaborative learning leads to higher order thinking skills which are essential for students to be college and career ready.	Direct Instruction, Professional Learning, Technology	Tier 1	Implement	08/25/2020	06/04/2021	\$0	No Funding Required	All K-12 Instructional and Administrative Staff
Schools: All Schools								

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Activity - Learning Management System (LMS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In 2018-19 we had a group of 40 teacher implementing a new LMS called Canvas by Instructure. The early implementation team used Canvas throughout 2018-19 and provided feedback on areas of improvement and needs for future training. In August of 2019 the entire K-12 staff received training related to using Canvas as their new LMS. Canvas will support our teachers in personalizing learning for all students. This LMS will help support Marzano's High Reliability Schools Level 4: Standards-referenced reporting along with helping teachers personalize instruction for Level 5: Competency-based Education. In Spring 2019 when schools closed to COVID 19, Canvas was used as our LMS for students to access remote learning opportunities. Canvas will continue to be implemented by all staff in 20-21 as we expect a possible hybrid schedule or more online learning due to COVID-19  Schools: All Schools	Curriculum Development, Professional Learning, Technology, Parent Involvement	Tier 1	Implement	08/25/2020	06/04/2021	\$7845	General Fund	All K-12 Instructional and Administrative Staff

Activity - KnowledgeWorks Personalized Learning Instructional Coaching and Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coaching and professional development services facilitate our continued implementation of a personalized learning system of education. KnowledgeWorks Coaching services will include: 1)Professional development for Kenowa Hills Instructional Coaches surrounding personalized learning, 2) Strategic planning with the district improvement and school improvement teams. 3) Building and district level analyses and reports surrounding personalized learning implementation; including strengths and areas for continued growth. 4) Professional development for Kenowa Hills teacher leadership teams surrounding personalized learning and the continuous cycle of strategic planning. Each building and the district have created Personal Mastery Action Plans addressing the 5 levels of Marzano's High Reliability Schools. Personal Mastery Coaching is Level 5 in Marzano's Hierarchy of High Reliability Schools Framework.  Schools: All Schools	Policy and Process, Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology, Parent Involvement	Tier 1	Monitor	08/25/2020	06/04/2021	\$1250	General Fund	Personal Mastery Coach, PreK-12 Teaching Staff, and Administrators

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop). Each building administers surveys to parents, staff and students to honor Stakeholder Voice. Each building has a feedback loop associated with sharing the survey results. Stakeholder voice and choice is Level 5 in the Hierarchy of High Reliability Schools Research.</p> <p>Schools: All Schools</p>	<p>Policy and Process, Teacher Collaboration, Community Engagement, Technology, Parent Involvement</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>All Kenowa Hills Staff and Administrators</p>
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Activity - Competency-Based Personalized Learning On-Site Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>In 2018-19 we employed a competency-based on-site year round coach to help us take the next steps in becoming a competency-based system of education. The resident CBE specialist will work with administrators, staff, parents, and the CBE Consortium to help us plan for our implementation of personal mastery. 2018-19 goals were to define our KHPS essential standards for ELA, Math, Social Studies and Science. In 2019-20 we will continue this essential standards work with our elective courses. This activity falls under the Level 5 of the High Reliability Framework by Marzano Research. Defining essential standards is a prerequisite to writing competencies. In 2020-21 our work will continue with our KHPS Graduate Profile.</p> <p>Schools: All Schools</p>	<p>Teacher Collaboration, Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$23750</p>	<p>General Fund</p>	<p>Personalized Learning Coach, Administrators, Teaching Staff</p>

Activity - Middle School Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Kenowa Hills Middle School has implemented a program to help schedule students for additional academic intervention or enrichment called Flex Scheduler. The Middle School is moving to trimesters in 2019-20 to offer more student choice in courses. New course offerings include Environmental Studies, Odyssey of the Mind, Yoga, Spanish, Virtual Reality Cultural Studies, Technology and STEM. Funding includes start up costs for materials for the new courses. Schedules meeting student needs is Level 5: Personal Mastery; in the Hierarchy of High Reliability Schools Framework.  Schools: Kenowa Hills Middle School, Kenowa Hills Middle School	Technology , Academic Support Program	Tier 1	Implement	08/25/2020	06/04/2021	\$193	General Fund	Middle School Principal and Staff
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Activity - K-12 21st Century Report Card and Transcript Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In 2019-20 report card teams of teacher leaders and administrators will be created to review our KHPS reporting process and transcripts. There will be a grades K-5 team and a grades 6-12 team. These teams will be working on the High Reliability Schools Framework Level 5: Competency-Based Education. The goal of the teams will be to create a transparent reporting system for all stakeholders that focuses on what academic standards a student has mastered along with career ready skills being reported separately.  Schools: All Schools	Policy and Process, Teacher Collaboration, Technology , Parent Involvement	Tier 1	Getting Ready	08/25/2020	06/04/2021	\$500	General Fund	Teachers and administrators

Activity - K-12 Leadership Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KHPS offers leadership growth for teachers in the KHPS Leadership Mentoring Program that includes mentoring and goal setting for teaching staff interested in being teacher or administrative leaders.  Schools: All Schools	Professional Learning	Tier 1	Implement	08/25/2020	06/04/2021	\$0	General Fund	Teachers and administrators

### Strategy 2:

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

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

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of needs and abilities of all students.

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

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

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

Category: Career and College Ready

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

Tier: Tier 1

Activity - Professional Learning Communities (PLC's)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Kenowa Hills will continue to promote and support the PLC model of collaboration and professional growth. Four guiding questions will guide KHPS PLC teams: 1) what curriculum do we want students to know; 2) how will we know when they have learned it; 3) how will we respond when students do not learn the intended curriculum; and 4) how will we respond when students already know the intended curriculum.</p> <p>KHPS will provide PLC time throughout the year on days or times students do not attend school. PLC teams are organized by grade level at the elementary level and department at the secondary level.</p> <p>Schools: All Schools</p>	Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology	Tier 1	Monitor	08/24/2020	06/04/2021	\$0	No Funding Required	All KHPS Certified and Administrative Staff

Activity - K-12 Essential Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>In 2018-19, teams of teachers representing PreK-12 classes went through a protocol with our competency-based education coach to determine essential standards for the core subject areas. Substitutes replace teachers so they are able to meet in K-12 curriculum teams to determine and align essential standards. In 2020-21, our elective course teachers will use the same protocol with our competency-based coach to define essential standards for their classes. All essential standards will be defined by June 2021. The next step in the work will be to create competencies for each grade and course.</p> <p>Schools: All Schools</p>	<p>Policy and Process, Teacher Collaboration, Curriculum Development, Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$1000</p>	<p>General Fund</p>	<p>Administrators, Coaches, Building School Improvement Chairs, Elementary Grade Level Chairs, Secondary Department Chairs</p>
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Activity - Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. The lab classroom provides an authentic opportunity for colleagues to see highly effective instruction in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving. In 2020-21 the focus of classroom learning labs will be examples of personal mastery in the classroom. This also includes school climate, our instructional model, focus on essential standards and assessments, which are all part of our buildings personal mastery action plans. Learning labs will be designed differently due to high needs for staff to not be out of their classrooms. One option is to video tape the sessions and share with other teachers.</p> <p>Schools: All Schools</p>	<p>Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$0</p>	<p>General Fund</p>	<p>Grades PreK-12 Teaching Staff, Kent ISD Staff and Administrators</p>

Activity - Reading and Writing Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Our K-12 ELA staff has been using the MAISA materials as the core materials used in their Reading and Writing Workshop instruction. These MAISA units are aligned with our State ELA standards.</p> <p>KHPS Instructional Coaches will continue to support ELA instruction in our district.</p> <p>Our K-12 ELA classrooms each have a classroom library for students to choose books at their interest level and reading level. We budget replacement costs for each classroom library along with a small budget for new books.</p> <p>Our K-3 teachers use Phonics First and Grammar units as a supplement to their MAISA reading and writing units.</p> <p>In 2020-21 a leadership team of teachers will research and evaluate new KK-12 ELA materials and programming available. This is part of a 5-year curriculum cycle review.</p> <p>Schools: Kenowa Hills Central Elementary School, Alpine Elementary School, Kenowa Hills High School, Kenowa Hills Middle School, Zinser Elementary School</p>	<p>Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$12000</p>	<p>General Fund</p>	<p>Grades PreK-12 ELA staff and administrators</p>
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Activity - K-12 Performance Assessment Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>KHPS started a Performance-Based Assessment Team of K-12 teacher leaders in 2018-19 to create performance assessments during professional development time with Jonathan VanderEls, a performance assessment expert. This assessment work is part of Level 3 of Marzano's High Reliability Schools Framework: Guaranteed and Viable Curriculum. Jonathan VanderEls will continue working with teams of teachers during the 2019-20 school year cohort 2 and 3 of staff were trained in creating, administering and evaluating performance assessments written to assess essential standards. In 2020-21 the last two cohorts of teachers will be trained in performance assessment creation and implementation.</p> <p>Schools: All Schools</p>	<p>Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$9550</p>	<p>General Fund</p>	<p>Teachers, administrators and Jonathan VanderEls</p>

Activity - Essential Instructional Practices in Early Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Our CNA shows gaps in reading with our subgroups. To improve reading achievement and reach a goal of all students reading by grade 3. KHPS has implemented a literacy coaching model that has all KHPS K-3 teaching staff receiving professional development related to the Essential Instructional Practices in Early Literacy. Each instructional coach spends time in classrooms and with teachers during PLC time to ensure that these researched instructional practices are implemented at the Tier 1 level.</p> <p>KHPS also offers K-3 after school tutoring with transportation to students reading below grade level.</p> <p>Schools: Kenowa Hills Central Elementary School, Alpine Elementary School, Zinser Elementary School</p>	<p>Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology, Parent Involvement</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$34000</p>	<p>Other</p>	<p>K-5 teaching staff and instructional coaches</p>
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**Strategy 3:**

Hybrid Schedules and Remote Learning - Hybrid Schedules being implemented due to COVID19 have caused our district to be prepared for hybrid schedules and for teachers teaching effectively online. There is also the possibility of remote instruction for periods of possible complete closure. Due to our parent surveys from remote learning experiences this past spring, we realize our teachers need more support in learning the best practices in remote learning and online instruction. With a hybrid schedule our teachers would be teaching face-to-face alternately with remote learning.

Category: Learning Support Systems

Research Cited: -Schwartz, Heather L., Faruque Ahmed, Jennifer T. Leschitz, Amra Uzicanin, and Lori Uscher-Pines, Opportunities and Challenges in Using Online Learning to Maintain Continuity of Instruction in K–12 Schools in Emergencies. Santa Monica, CA: RAND Corporation, 2020.

[https://www.rand.org/pubs/working\\_papers/WRA235-1.html](https://www.rand.org/pubs/working_papers/WRA235-1.html).

-The impact of learner-, instructor-, and course-level factors on online learning. Computers & Education Volume 150, June 2020, 103851

-Borup, J., Graham, C.R., West, R.E. et al. Academic Communities of Engagement: an expansive lens for examining support structures in blended and online learning. Education Tech Research Dev 68, 807–832 (2020). <https://doi.org/10.1007/s11423->

-Transition to Online Education in Schools during a SARS-CoV-2

Coronavirus (COVID-19) Pandemic in Georgia. Pedagogical Research 2020, 5(4), em0060

Tier: Tier 1

Activity - Online Learning PD for Teaching Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Online teaching and learning professional development for teaching staff.  Schools: All Schools	Teacher Collaboration, Career Preparation /Orientation, Curriculum Development, Direct Instruction, Technology, Academic Support Program	Tier 1	Getting Ready	08/25/2020	06/04/2021	\$0	General Fund	Teaching staff and administrators
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**Measurable Objective 2:**

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

**Strategy 1:**

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

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

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

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

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

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

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Category: Learning Support Systems

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

- Jimerson, S. R., Burns, M. K., & VanDerHeyden, A. M. (2007). Response to intervention at school: The science and practice of assessment and intervention. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (eds.), Handbook of response to intervention: The science and practice of assessment and intervention (pp. 3-9).
- New York, NY: Springer. NASDSE (2005). Response to intervention: Policy considerations and implementation. Alexandria, VA: NASDSE.
- Hoover, J. J. (2009). Differentiating learning differences from disabilities: Meeting diverse needs through multi-tiered response to intervention. Boston, MA: Allyn & Bacon.
- Fuchs, D., & Fuchs, L. S. (2006). Introduction to response to intervention: What, why, and how valid is it? Reading Research Quarterly, 41 (1), 93-98.

Tier: Tier 2

Activity - Tier II Academic Intervention Specialists - Title I Part A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTs. Our CNA shows gaps in subgroups' achievement. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>*SEE MEGS for total costs</p> <p>Schools: Kenowa Hills Central Elementary School, Alpine Elementary School, Zinser Elementary School</p>	Academic Support Program	Tier 2	Monitor	08/25/2020	06/04/2021	\$115561	Title I Part A	Academic Intervention Specialists, Elementary Principals, and Director of Curriculum and Instruction.

Activity - Tier II Academic Intervention Specialists - Section 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTS. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>This Tier II intervention includes Middle School classes provided by Math and ELA teachers giving Tier II math and ELA support. There will also be a class at the Middle School focusing on Habits of Mind. The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.</p> <p>At the elementary level, our physical education, music, art and Spanish teachers will be trained by our instructional coaches to work with K-3 reading interventions with students when they are not teaching their specialist class.</p> <p>SEE MEGS for Funding</p> <p>Schools: Kenowa Hills Central Elementary School, Alpine Elementary School, Kenowa Hills Middle School, Zinser Elementary School</p>	Academic Support Program	Tier 2	Monitor	08/25/2020	06/04/2021	\$1625	Section 31a	Academic Interventionists, Middle School Principal, Curriculum Director
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Activity - High School At-Risk Counselor - Section 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>The annual KHPS Section 31a needs assessment (for all students in the district) indicates a need for supplementary social and emotional support at the high school level. A plethora of research suggests that when schools fail to meet students' social and emotional needs, it restricts their access to the intended curriculum.</p> <p>The high school at-risk counselor will work with the population of students identified via the needs assessment who require supplemental social and emotional support. This counselor will not be involved in the traditional counseling duties (such as scheduling, college preparations, testing support). Instead, this employee will exclusively provide support above and beyond the supports that are already being provided by the general fund counselors. At-risk students serviced will include the McKinney Vento students.</p> <p>*SEE MEGS for costs</p> <p>Schools: Kenowa Hills High School</p>	<p>Teacher Collaboration, Career Preparation /Orientation, Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$26500</p>	<p>Section 31a</p>	<p>High School at-risk Counselor and High School Principal.</p>
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Activity - Middle School Behavior Interventionist - Section 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The annual 31a needs assessment (for all students in the district) indicates a need for supplementary behavioral supports at the middle school. The middle school behavior interventionists will provide supplementary behavior interventions to students at the middle school who qualify for 31a services and require additional, supplementary behavioral supports. This staff member will utilize research-based behavior intervention strategies, including restorative justice techniques, in an effort to provide qualifying students with supplementary support.</p> <p>*SEE MEGS for costs</p> <p>Schools: Kenowa Hills Middle School</p>	<p>Behavioral Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$9750</p>	<p>Section 31a</p>	<p>Middle School Behavior Interventionist and Middle School Principal.</p>

Activity - English Learner Supplemental Support - Title III	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Our Title III program resources will be utilized to deliver supplemental classroom support to our English Learner students. Student achievement data (CNA) suggests significant achievement gaps exist with our EL students. The intent of this activity is to provide targeted, research based, supplemental support and services to our EL students. This will be accomplished by:</p> <ul style="list-style-type: none"> <li>-Contracted certified EL staff to provide direct service to qualifying EL students. At the elementary level, this service will be provided by a combination of pull out and push in support. At the secondary level, this service will be provided through a designated course students are enrolled in as well as time set aside for intervention.</li> <li>-A part-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) will work with English Learners in the classroom at the secondary level (time is split between the high school and middle school based on student need).</li> <li>-A full-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) will work with English Learners in the classroom at the elementary level.</li> <li>-Professional development for EL staff related to best practices for EL students.</li> <li>-Materials needed to enhance instruction.</li> <li>-Parent nights to provide parents with information on how to assist their child's learning and connect our EL families to other resources in the community.</li> </ul> <p>*SEE MEGS for total cost</p> <p>Schools: All Schools</p>	<p>Teacher Collaboration, Technology, Parent Involvement, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$3281</p>	<p>Title III</p>	<p>English Learner Staff and Title III Coordinator</p>
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Activity - Migrant Student Supplementary Support - Title I Part C	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Kenowa Hills Public Schools

<p>Student achievement data (CNA) suggests gaps exist for our migrant students in the core content areas of the curriculum. Therefore, the intent of this activity its to provide support and supplemental resources necessary to allow acceleration of student achievement for our migrant students. This activity supports the needs and urgency in providing a guaranteed and viable curriculum for all students. Supplemental supports are as follows:                      -Contracted certified EL staff to provide direct service to migrant students. At the elementary level, this service will be provided by a combination of pull out and push in support. At the secondary level, this service will be provided through a designated course students are enrolled in as well as time set aside for intervention.                      -A part-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) to work with migrant students in the classroom at the secondary level (time is split between the high school and middle school based on student need).                      -A full-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) to work with English Learners in the classroom at the elementary level.                      -Additional certified staff contracted through a substitute agency to help serve the diverse needs of our migrant students. The FTE of staff will vary based on funding and the number of migrant students returning in the fall.                      -Additional paraprofessional staff contracted through a substitute agency to help serve the diverse needs of our migrant students. The FTE of staff will vary based on funding and the number of migrant students returning in the fall.                      -A part-time administrative assistant to the EL program to assist with data entry and progress monitoring.                      -Professional development for EL staff related to best practices for EL students.                      -Academic materials to enhance instruction.</p> <p>*SEE MEGS for total costs</p> <p>Schools: All Schools</p>	<p>Teacher Collaboration, Direct Instruction, Technology , Parent Involvement, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$17290</p>	<p>Title I Part C</p>	<p>Title I Part C staff and Program Coordinator</p>
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Activity - McKinney-Vento Supports and Services - Title I Part A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Our district has reserved money from our Title I Part A allocation for students qualifying for McKinney Vento Services. McKinney Vento student needs include school of origin transportation, clothing, food, school fees, school and personal supplies, counseling if needed, Title I services if needed, and tutoring and/or summer school if needed so students have everything they need to be successful in school.</p> <p>*SEE MEGS for total cost</p> <p>Schools: All Schools</p>	<p>Materials, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$5305</p>	<p>Title I Part A</p>	<p>District and Building McKinney-Vento Liaisons and Teaching Staff</p>
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Activity - Instructional Coaching (K-12) Title IA/31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Instructional Coaches will organize and implement Classroom Learning Labs (CLL) to support teachers professional development. Instructional Coaches will also support teachers with the Gradual Release of Responsibility Instructional Framework. The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. Like surgical theaters where doctors observe actual operations in progress to hone their techniques, the lab classroom provides an authentic opportunity for colleagues to see ideas in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving.</p> <p>Our instructional coaches also work collaboratively with teachers on an individual basis to improve Tier I instruction (GRR Model).</p> <p>In addition, the elementary coaches will collaborate with our K-3 staff to keep a focus on our goal of having all students reading at level by grade 3. The coaches will coach teachers with Tier I literacy interventions to help meet the needs of all students during Tier I instruction.</p> <p>*SEE MEGS for total costs</p> <p>Schools: All Schools</p>	<p>Teacher Collaboration, Direct Instruction, Professional Learning, Technology, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$74867</p>	<p>Section 31a, Title I Part A</p>	<p>Instructional Coaches, Administrators and Teaching Staff</p>

Activity - Parent and Family Engagement - Title I Part A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Parent and family engagement at KHPS is a high priority. Parent and family engagement activities include: KHPS website, newsletters, school messenger, facilities study teams, district and school improvement teams, PTOs, Band Boosters, EL family nights, open houses, curriculum nights, parent/teacher conferences, Watch Dog programs at K-8 buildings, Reading Literacy Nights, board meetings, and internet based curriculum to use at home with students. Specific parent involvement activities for our Migrant and EL students are:                  -At least two parent nights will be held during the school year. At these meetings, essential ELA and math curriculum components will be shared with families. In addition, parents will be given strategies to assist in developing their child's reading, writing, speaking and math skills at home.                  -A variety of important school information and parent tips will be shared in order to assist parents in preparing their child for school and specific events.</p> <p>*SEE MEGS for total cost</p> <p>Schools: All Schools</p>	<p>Materials, Teacher Collaboration, Supplemental Materials, Community Engagement, Parent Involvement</p>	<p>Tier 1</p>	<p>Evaluate</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$0</p>	<p>Title I Part A</p>	<p>District Staff and Administrators</p>
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Activity - KSSN Community School Support - Section 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Kent School Services Network (KSSN) brings health and human services into the school building to serve students and families. This idea is called a "community school."</p> <p>Placing services at school removes many barriers that families have, and helps keep students in class. When students are in class, they can keep learning and achieving.</p> <p>The goals of KSSN Staff:                  •Increase student achievement                  •Lower student absences                  •Improve coordination of services                  •Deliver health and human services as they are needed</p> <p>Schools: Alpine Elementary School</p>	<p>Teacher Collaboration, Behavioral Support Program, Community Engagement, Technology, Academic Support Program, Parent Involvement</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$4500</p>	<p>Section 31a</p>	<p>KSSN Staff, Building Principal and Teaching Staff</p>

Activity - Tier II College and Career Pathways - 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>College and Career Pathway Exploration for students needing additional support in these areas. The stand-alone vocational courses into which high school students with lower academic achievement were often channeled are becoming a thing of the past. Instead, programs that merge CTE, rigorous academic coursework, and career exploration opportunities, while creating clear pathways through high school, college, and beyond, are gaining momentum. High schools are moving away from the stand-alone vocational courses of the past, into which students with lower academic achievement or perceived potential were often channeled. Many educators are now calling for approaches that link career-technical education, rigorous academic coursework, and experiences that show students the relevance of education to their future, while teaching them the academic and employability skills they need to be successful in both college and career. Our Kenowa Hills Pathways High School has a goal to achieve success for all our students.</p> <p>SEE MEGS for Costs</p> <p>Schools: Kenowa Hills Pathways High School</p>	<p>Career Preparation /Orientation , Technology , Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$65000</p>	<p>Section 31a</p>	<p>Pathways High School Principal and Staff</p>
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Activity - Munetrix Collection and Evaluation of Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Munetrix data hub will provide Kenowa Hills Public Schools training, tools, and processes to maintain compliance with ESSA state and federal program expectations with a focus on improving student achievement in the schools and district. The framework for this work includes (1) determining the current status of compliance via focusing on the CNA, (2) utilizing process data and information to drive continuous improvement.</p> <p>Schools: All Schools</p>	<p>Behavioral Support Program, Professional Learning, Technology , Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$1250</p>	<p>General Fund</p>	<p>Principals, lead teachers and curriculum director</p>

Activity - AP Testing Fees Waiver - 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>AP Fee Waivers are available for at-risk students.</p> <p>Schools: Kenowa Hills High School</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$750</p>	<p>Section 31a</p>	<p>High School Counselors and AP Teaching Staff</p>

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

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<p>Under the direction of the PBIS Manager, the PBIS Coordinator/Coach will be responsible for the overall management of the Positive Behavioral Interventions and Supports program including providing training and technical assistance to school teams and PBIS Coaches to maintain and develop school-wide PBIS systems. Facilitate sustainability and expansion of PBIS practices district-wide. Provide and/or facilitate quality training at all three tiers of PBIS: universal, secondary and tertiary. Ongoing support to district level PBIS Coaches. Oversee district level data collection, management and analysis. Train and provide ongoing technical and data analysis support to staff who use school-wide data collection systems Train and provide ongoing technical and data analysis support to staff who use secondary tier data collection systems Collect and monitor school and district databases to track and analyze student behavioral data including office discipline referrals, suspensions, team implementation, and coach assessment of schoolwide implementation Develop collaboration with multiple district departments and initiatives including True Success, diversity and cultural competency, classroom management, specialized behavioral interventions, and data warehousing and support Participate in regional leadership conferences and meetings. Ongoing coaching of school-based PBIS teams.</p> <p>SEE MEGS for Costs</p> <p>Schools: Kenowa Hills High School</p>	<p>Policy and Process, Teacher Collaboration, Behavioral Support Program, Direct Instruction, Technology, Academic Support Program, Parent Involvement</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$3609</p>	<p>Title IV Part A</p>	<p>PBIS Coordinator, Building Principals, Teaching Staff</p>
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**Goal 2: All students will score proficient in math.**

**Measurable Objective 1:**

50% of All Students will demonstrate a proficiency via numbers, measurement, data and statistics, algebra, geometry and probability in Mathematics by 06/04/2021 as measured by the state assessment.

**Strategy 1:**

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

Kenowa Hills Public Schools began building the foundation for transition to a competency-based personalized learning system of education in partnership with the Re-Inventing Schools Coalition (RISC) in 2012. The RISC approach is a comprehensive, well-articulated approach to competency-based reform that is supported by more than 35 years of research on best practices in helping all students reach high levels of academic and personal excellence. Its framework is a learner-centered, competency-based system rather than a teacher-driven, Carnegie unit or time-based system. In a traditional education system, time is the constant and learning is the variable; in a competency-based system, learning is the constant and time is the variable. In 2016, Kenowa Hills partnered with KnowledgeWorks as they are a leader in competency-based education. Title IIA grant funds were used to contract a part-time personalized learning coach from KnowledgeWorks to work with our staff and administration. In 2018-19, our district wrote a State grant and was awarded funds to contract a full-time competency-based coach from a district in Maine. Maine's RSU2 District has been a leader in implementing competency-based education. One of their retired principals works with our administrators and staff to help them continue to create a competency-based system of education for Kenowa Hills Public Schools. In 2019-20 KHPS plans to continue their work in becoming a competency-based system utilizing competency-based coaching and creating essential standards and life skills to create future competencies. In 2020-21 teachers will continue to implement essential standards and complete performance assessment training. This will lead our teachers into creating competencies at each level.

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

Category: Career and College Ready

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

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

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

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

CompetencyWorks. Retrieved from <https://www.inacol.org/resource/in-pursuit-of-equality-guiding-principles-for-equitystrategies-in-personalized-competency-based-education/>

Tier: Tier 1

Activity - Gradual Release of Responsibility (GRR) Instructional Model Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our district vision is aligned with the Marzano High Reliability Schools Framework. The framework speaks to the need to have a research-based instructional model as an essential element of Level 2: Effective Teaching in Every Classroom. In 2020-21 our teachers will continue to receive professional development from our instructional coaches surrounding our district instructional model, Gradual Release of Responsibility (GRR). The 2020-21 goal is to have 100% of staff implementing highly effective collaborative learning activities in their classrooms. Teacher evaluations will continue to be based on teachers showing growth in the area of implementing the GRR instructional model. Staff professional development will involve "Classroom Learning Labs", Instructional Coaching, and Professional Learning Community times. Highly effective collaborative learning leads to higher order thinking skills which are essential for students to be college and career ready.  Schools: All Schools	Teacher Collaboration, Career Preparation /Orientation, Direct Instruction, Professional Learning, Technology	Tier 1	Monitor	08/01/2020	06/04/2021	\$0	No Funding Required	All K-12 Instructional and Administrative Staff

Activity - Learning Management System (LMS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>In 2018-19 we had a group of 40 teacher implementing a new LMS called Canvas by Instructure. The early implementation team used Canvas throughout 2018-19 and provided feedback on areas of improvement and needs for future training. In August of 2019 the entire K-12 staff received training related to using Canvas as their new LMS. Canvas will support our teachers in personalizing learning for all students. This LMS will help support Marzano's High Reliability Schools Level 4: Standards-referenced reporting along with helping teachers personalize instruction for Level 5: Competency-based Education. In Spring 2019 when schools closed to COVID 19, Canvas was used as our LMS for students to access remote learning opportunities. Canvas will continue to be implemented by all staff in 20-21 as we expect a possible hybrid schedule or more online learning due to COVID-19</p> <p>Schools: All Schools</p>	<p>Curriculum Development, Professional Learning, Technology , Parent Involvement</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/01/2020</p>	<p>06/01/2021</p>	<p>\$7845</p>	<p>General Fund</p>	<p>All K-12 Instructional and Administrative Staff.</p>
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Activity - KnowledgeWorks Personalized Learning Instructional Coaching and Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Coaching and professional development services facilitate our continued implementation of a personalized learning system of education. KnowledgeWorks Coaching services will include: 1)Professional development for Kenowa Hills Instructional Coaches surrounding personalized learning, 2) Strategic planning with the district improvement and school improvement teams. 3) Building and district level analyses and reports surrounding personalized learning implementation; including strengths and areas for continued growth. 4) Professional development for Kenowa Hills teacher leadership teams surrounding personalized learning and the continuous cycle of strategic planning. Each building and the district have created Personal Mastery Action Plans addressing the 5 levels of Marzano's High Reliability Schools. Personal Mastery Coaching is Level 5 in Marzano's Hierarchy of High Reliability Schools Framework.</p> <p>Schools: All Schools</p>	<p>Policy and Process, Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology , Parent Involvement</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/01/2020</p>	<p>06/04/2021</p>	<p>\$1250</p>	<p>General Fund</p>	<p>Personalized Learning Coach, PreK-12 Teaching Staff and Administrators</p>

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop). Each building administers surveys to parents, staff and students to honor Stakeholder Voice. Each building has a feedback loop associated with sharing the survey results. Stakeholder voice and choice is Level 5 in Marzano's Hierarchy of High Reliability Schools.</p>	<p>Policy and Process, Teacher Collaboration, Community Engagement, Technology, Parent Involvement</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/04/2021</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>All Kenowa Hills Staff and Administrators</p>
<p>Schools: All Schools</p>								

Activity - Competency-Based Personalized Learning On-Site Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>In 2018-19 we employed a competency-based on-site year round coach to help us take the next steps in becoming a competency-based system of education. The resident CBE specialist will work with administrators, staff, parents, and the CBE Consortium to help us plan for our implementation of personal mastery. 2018-19 goals were to define our KHPS essential standards for ELA, Math, Social Studies and Science. In 2019-20 we continued this essential standards work with our courses. This activity falls under the Level 5 of the High Reliability Framework by Marzano Research. Defining essential standards is a prerequisite to writing competencies. 2020-21 will continue the work to complete essential standards for all content areas and to implement the KHPS Graduate Profile.</p>	<p>Teacher Collaboration, Direct Instruction, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/24/2020</p>	<p>06/04/2021</p>	<p>\$23750</p>	<p>General Fund</p>	<p>Instructional Coaches, Personalized Learning Coach and Classroom Teachers</p>
<p>Schools: All Schools</p>								

Activity - Middle School Scheduler	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Kenowa Hills Middle School has implemented a program to help schedule students for additional academic intervention or enrichment called Flex Scheduler. The Middle School is on trimesters and wants to offer more student choice in courses. New course offerings include Environmental Studies, Odyssey of the Mind, Yoga, Spanish, Virtual Reality Cultural Studies, History of Rock Music, and Technology and STEM. Schedules meeting student needs is Level 5: Personal Mastery; in the Hierarchy of High Reliability Schools Framework.	Academic Support Program	Tier 1	Implement	08/24/2020	06/04/2021	\$193	General Fund	Middle School Principal and staff
Schools: Kenowa Hills Middle School								

Activity - K-12 21st Century Report Card and Transcript Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In 2020-21 report card teams of teacher leaders and administrators will be created to review our KHPS reporting process and transcripts. There will be a grades K-5 team and a grades 6-12 team. These teams will be working on the High Reliability Schools Framework Level 5: Competency-Based Education. The goal of the teams will to create a transparent reporting system for all stakeholders that focuses on what academic standards a student has mastered along with career ready skills being reported separately.	Policy and Process, Community Engagement, Technology, Academic Support Program	Tier 1	Getting Ready	08/25/2020	06/04/2021	\$500	General Fund	Teacher leaders and administrators
Schools: All Schools								

Activity - K-12 Leadership Growth Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KHPS offers leadership growth for teachers when they participate in our KHPS Leadership Mentoring Program that includes mentoring and goal setting for teaching staff interested in being teacher leader or administrative leader. Teachers set a project leadership goal to complete and participate in mentoring from administrators along with helping with building administrator duties when administrators are not available.	Teacher Collaboration, Career Preparation /Orientation, Professional Learning	Tier 1	Implement	08/25/2020	12/17/2021	\$0	General Fund	Administrators and Teacher Leaders
Schools: All Schools								

**Strategy 2:**

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

The KHPS GVC will be a written curriculum that incorporates the district's expectations for good instruction, essential content, and affirm our shared vision. Based on state and national standards and feedback from all KHPS stakeholders, the curriculum will be structured around a set of interrelated programs for students and staff,

## 2019-20 District Improvement Plan for 2020-21 School Year

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guided by a common framework, and pursued over a sustained period of time. The curriculum will reflect a commitment to equity, diversity and address the wide range of needs and abilities of all students.

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

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

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

Category: Career and College Ready

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

Tier: Tier 1

Activity - Professional Learning Communities (PLC's)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Kenowa Hills will continue to promote and support the Professional Learning Community model of collaboration and professional growth. Four guiding questions will guide KHPS PLC teams: 1) what curriculum do we want students to know; 2) how will we know when they have learned it; 3) how will we respond when students do not learn the intended curriculum; and 4) how will we respond when students already know the intended curriculum. Teacher collaboration around data is essential to student achievement.</p> <p>KHPS will provide regular PLC time through a student dismissal process. PLC teams are organized by grade level at the elementary level and department at the secondary level. The PLCs focus on data, curriculum standards and assessments.</p> <p>Schools: All Schools</p>	Teacher Collaboration, Curriculum Development, Professional Learning, Technology	Tier 1	Monitor	08/25/2020	06/04/2021	\$0	No Funding Required	All KHPS Certified and Administrative Staff

Activity - K-12 Essential Standards Leadership Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>In 2018-19, teams of teachers representing PreK-12 classes went through a protocol with our competency-based education coach to determine essential standards for the core subject areas. Substitutes replace teachers so they are able to meet in K-12 curriculum teams to determine and align essential standards. In 2020-21, our elective course teachers will use the same protocol with our competency-based coach to define essential standards for their classes. All essential standards will be defined by June 2021. The next step in the work will be to create competencies for each grade and course.</p>	<p>Policy and Process, Materials, Teacher Collaboration, Curriculum Development, Direct Instruction, Technology</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$0</p>	<p>General Fund</p>	<p>K-12 Teachers and Administrators</p>
<p>Schools: All Schools</p>								

Activity - Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. The lab classroom provides an authentic opportunity for colleagues to see highly effective instruction in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving. In 2019-20 the focus of classroom learning labs will be examples of personal mastery in the classroom. This also includes school climate, our instructional model, focus on essential standards and assessments, which are all part of our buildings personal mastery action plans. 2020-21 will require flexibility with this process as we may use more videos than pulling teachers from classrooms due to a possible hybrid schedule.</p>	<p>Teacher Collaboration, Direct Instruction, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$0</p>	<p>General Fund</p>	<p>Instructional Coaches, PreK-12 Teaching Staff and Administrators</p>
<p>Schools: All Schools</p>								

Activity - STEM Academy & Design Lab	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>In fall of 2016, KHPS implemented a STEM Academy class for 7th and 9th graders. The program has grown each year with refinements to the curriculum and learning environment. Content Teachers and STEM instructors are trained with our Kent Intermediate School District STEM Consultants. They have planned curriculum. Kenowa Hills Public Schools partnered with DeWys Manufacturing and Move Systems to create a state of the art learning experience location. The school will use a 3,324 sq.ft. space under the same roof as an advanced manufacturing company as a location for learning. In 2020-21 the courses will continue to expand with course offerings and additional STEM Lab equipment.</p> <p>Schools: Kenowa Hills High School, Kenowa Hills Middle School</p>	<p>Materials, Teacher Collaboration, Career Preparation /Orientation, Curriculum Development, Direct Instruction, Professional Learning, Community Engagement, Technology</p>	<p>Tier 1 Monitor</p>	<p>08/25/2020 06/04/2021</p>	<p>\$15000</p>	<p>General Fund</p>	<p>Kent ISD STEM consultants, STEM Academy teaching staff and administrators</p>
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Activity - Elementary STEM Specialist Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Our CNA data shows that we have a weakness in science scores at the elementary level. It was decided to try to incorporate more NGSS STEM materials into the elementary curriculum.</p> <p>Two K-5 STEM specialist teachers were hired and will engage in STEM related lessons during the school year which started in February 2018. Kent ISD STEM consultants worked with the specialist STEM staff and created lessons for them to use to integrate STEM into their weekly specialist classes. Each STEM teacher sees each PreK-5 classroom for 45 minutes per week for instruction.</p> <p>Schools: Kenowa Hills Central Elementary School, Alpine Elementary School, Zinser Elementary School</p>	<p>Teacher Collaboration, Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1 Monitor</p>	<p>08/25/2020 06/04/2021</p>	<p>\$7875</p>	<p>General Fund</p>	<p>K-5 STEM teachers, curriculum director</p>		

Activity - K-12 Performance Assessment Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>KHPS started a Performance-Based Assessment Team of K-12 teacher leaders in 2018-19 to create performance assessments during professional development time with Jonathan Vander Els, a performance assessment expert. This assessment work is part of Level 3 of Marzano's High Reliability Schools Framework: Guaranteed and Viable Curriculum. Jonathan VanderEls will continue working with teams of teachers during the 2019-20 school year so that all staff will be trained in creating, administering and evaluating performance assessments written to assess essential standards by June 2021.</p> <p>Schools: All Schools</p>	<p>Teacher Collaboration, Career Preparation /Orientation, Curriculum Development, Direct Instruction, Professional Learning, Technology, Parent Involvement, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$9550</p>	<p>General Fund</p>	<p>Teacher leaders from K-12 and administrators</p>
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Activity - Elementary Math Curriculum Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Kenowa Hills Public Schools has been working on district math programming and materials. Our district CNA shows gaps in math achievement that we are addressing with professional development and research-based math instructional materials. In 2018-19 our grades 6-8 implemented Cengage Big Ideas Math Program to use as their main instructional materials. Also during 2018-19, our high school staff reviewed and researched math materials for high school courses. They also adopted the Cengage Big Ideas Math Program to implement in 2019-20 for algebra and geometry courses. Middle School and High School teachers will continue to receive math instruction training in this program during the 2019-20 school year. The K-5 staff study team came to consensus on Bridges Mathematics Program for 2020-21 implementation and PD.</p> <p>Schools: Kenowa Hills Central Elementary School, Alpine Elementary School, Zinser Elementary School</p>	<p>Materials, Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/20/2018</p>	<p>06/04/2021</p>	<p>\$180000</p>	<p>General Fund</p>	<p>K-12 math teachers, assistant superintendent of curriculum and instruction and administrators</p>

Activity - Engineering and Computer Science Courses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Michigan has new computer science standards released in 2018-19. KHPS understands the importance of our students being career and college ready upon graduation. Two new courses are being created to meet the needs of our students. Intro to Engineering Design and Computer Science Essentials will be offered as courses in 2019-2021. The teacher of these courses is receiving professional development in the program Project Lead the Way. This professional development will help him create a relevant and rigorous curriculum for our new courses.  Schools: Kenowa Hills High School	Materials, Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology	Tier 1	Implement	08/25/2020	06/04/2021	\$19500	General Fund	Teachers and administrators
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Activity - MACUL Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A group of teachers will attend the annual MACUL conference in Grand Rapids in 2020. This conference helps our teachers see education from a future technologies view. This professional development opportunity will enable our teachers to learn ways to integrate technology and the MItech standards into their curriculum.  Schools: All Schools	Career Preparation /Orientation, Curriculum Development, Direct Instruction, Professional Learning, Technology, Academic Support Program	Tier 1	Implement	03/11/2021	03/12/2021	\$2548	Title V Part A-C	Teaching Staff

Activity - Math Curriculum PD and Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elementary teaching staff will be implementing a new math program called Bridges Mathematics. PD to implement this program will be throughout the 2020-21 school year. Staff will also have coaching opportunities with our Kent Intermediate School District Mathematics Coach.  Schools: Kenowa Hills Central Elementary School, Alpine Elementary School, Kenowa Hills Middle School, Zinser Elementary School	Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology, Academic Support Program	Tier 1	Implement	08/19/2020	06/04/2021	\$2200	General Fund	Administrators, teachers, Kent ISD math coach, Bridges training staff

**Strategy 3:**

Hybrid Schedules and Remote Learning - Hybrid Schedules being implemented due to COVID19 have caused our district to be prepared for hybrid schedules and for

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teachers teaching effectively online. There is also the possibility of remote instruction for periods of possible complete closure. Due to our parent surveys from remote learning experiences this past spring, we realize our teachers need more support in learning the best practices in remote learning and online instruction. With a hybrid schedule our teachers would be teaching face-to-face alternately with remote learning.

Category: Mathematics

Research Cited: -Schwartz, Heather L., Faruque Ahmed, Jennifer T. Leschitz, Amra Uzicanin, and Lori Uscher-Pines, Opportunities and Challenges in Using Online Learning to Maintain Continuity of Instruction in K–12 Schools in Emergencies. Santa Monica, CA: RAND Corporation, 2020.

[https://www.rand.org/pubs/working\\_papers/WRA235-1.html](https://www.rand.org/pubs/working_papers/WRA235-1.html).

-The impact of learner-, instructor-, and course-level factors on online learning. Computers & Education Volume 150, June 2020, 103851

-Borup, J., Graham, C.R., West, R.E. et al. Academic Communities of Engagement: an expansive lens for examining support structures in blended and online learning. Education Tech Research Dev 68, 807–832 (2020). <https://doi.org/10.1007/s11423->

-Transition to Online Education in Schools during a SARS-CoV-2

Coronavirus (COVID-19) Pandemic in Georgia. Pedagogical Research

2020, 5(4), em0060

Tier: Tier 1

Activity - Online Learning PD for Teaching Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Online teaching and learning professional development for teaching staff. Schools: All Schools	Professional Learning, Technology	Tier 1	Getting Ready	08/19/2020	06/04/2021	\$0	General Fund	Administrators and teaching staff

**Measurable Objective 2:**

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

**Strategy 1:**

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

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

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

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

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

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

Category: Learning Support Systems

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

- Jimerson, S. R., Burns, M. K., & VanDerHeyden, A. M. (2007). Response to intervention at school: The science and practice of assessment and intervention. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (eds.), Handbook of response to intervention: The science and practice of assessment and intervention (pp. 3-9). New York, NY: Springer. NASDSE (2005). Response to intervention: Policy considerations and implementation. Alexandria, VA: NASDSE.
- Hoover, J. J. (2009). Differentiating learning differences from disabilities: Meeting diverse needs through multi-tiered response to intervention. Boston, MA: Allyn & Bacon.
- Fuchs, D., & Fuchs, L. S. (2006). Introduction to response to intervention: What, why, and how valid is it? Reading Research Quarterly, 41 (1), 93-98.

Tier: Tier 2

Activity - Tier II Academic Intervention Specialists - Title I Part A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTS. Our CNA shows gaps in subgroups' achievement. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>*SEE MEGS for total costs</p> <p>Schools: Kenowa Hills Central Elementary School, Alpine Elementary School, Zinser Elementary School</p>	<p>Teacher Collaboration, Direct Instruction, Technology, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$115561</p>	<p>Title I Part A</p>	<p>Academic Intervention Specialists, Elementary Principals, and Director of Curriculum and Instruction</p>
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Activity - High School At-Risk Counselor - Section 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The annual KHPS Section 31a needs assessment (for all students in the district) indicates a need for supplementary social and emotional support at the high school level. A plethora of research suggests that when schools fail to meet students' social and emotional needs, it restricts their access to the intended curriculum.</p> <p>The high school at-risk counselor will work with the population of students identified via the needs assessment who require supplemental social and emotional support. This counselor will not be involved in the traditional counseling duties (such as scheduling, college preparations, testing support). Instead, this employee will exclusively provide support above and beyond the supports that are already being provided by the general fund counselors. At-risk students serviced will include the McKinney Vento students.</p> <p>*SEE MEGS for costs</p> <p>Schools: Kenowa Hills High School</p>	<p>Career Preparation /Orientation, Behavioral Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$26500</p>	<p>Section 31a</p>	<p>High School At-Risk Counselor and High School Principal</p>

Activity - Middle School Behavior Interventionist - Section 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>The annual 31a needs assessment (for all students in the district) indicates a need for supplementary behavioral supports at the middle school. The middle school behavior interventionists will provide supplementary behavior interventions to students at the middle school who qualify for 31a services and require additional, supplementary behavioral supports. This staff member will utilize research-based behavior intervention strategies, including restorative justice techniques, in an effort to provide qualifying students with supplementary support.</p> <p>*SEE MEGS for costs</p> <p>Schools: Kenowa Hills Middle School</p>	<p>Teacher Collaboration, Behavioral Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$9750</p>	<p>Section 31a</p>	<p>Middle School Behavior Interventionist and Middle School Principal</p>
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Activity - English Learner Supplemental Support - Title III	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Our Title III program resources will be utilized to deliver supplemental classroom support to our English Learner students. Student achievement data (CNA) suggests significant achievement gaps exist with our EL students. The intent of this activity is to provide targeted, research based, supplemental support and services to our EL students. This will be accomplished by:</p> <ul style="list-style-type: none"> <li>-Contracted certified EL staff to provide direct service to qualifying EL students. At the elementary level, this service will be provided by a combination of pull out and push in support. At the secondary level, this service will be provided through a designated course students are enrolled in as well as time set aside for intervention.</li> <li>-A part-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) will work with English Learners in the classroom at the secondary level (time is split between the high school and middle school based on student need).</li> <li>-A full-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) will work with English Learners in the classroom at the elementary level.</li> <li>-Professional development for EL staff related to best practices for EL students.</li> <li>-Materials needed to enhance instruction.</li> <li>-Parent nights to provide parents with information on how to assist their child's learning and connect our EL families to other resources in the community.</li> </ul> <p>*SEE MEGS for total cost</p> <p>Schools: All Schools</p>	<p>Teacher Collaboration, Behavioral Support Program, Technology, Academic Support Program, Parent Involvement</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$3281</p>	<p>Title III</p>	<p>English Learner Staff and Title III Coordinator</p>

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Activity - Migrant Student Supplementary Support - Title I Part C	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Student achievement data (CNA) suggests gaps exist for our migrant students in the core content areas of the curriculum. Therefore, the intent of this activity its to provide support and supplemental resources necessary to allow acceleration of student achievement for our migrant students. This activity supports the needs and urgency in providing a guaranteed and viable curriculum for all students. Supplemental supports are as follows:</p> <ul style="list-style-type: none"> <li>-Contracted certified EL staff to provide direct service to migrant students. At the elementary level, this service will be provided by a combination of pull out and push in support. At the secondary level, this service will be provided through a designated course students are enrolled in as well as time set aside for intervention.</li> <li>-A part-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) to work with migrant students in the classroom at the secondary level (time is split between the high school and middle school based on student need).</li> <li>-A full-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) to work with English Learners in the classroom at the elementary level.</li> <li>-Additional certified staff contracted through a substitute agency to help serve the diverse needs of our migrant students. The FTE of staff will vary based on funding and the number of migrant students returning in the fall.</li> <li>-Additional paraprofessional staff contracted through a substitute agency to help serve the diverse needs of our migrant students. The FTE of staff will vary based on funding and the number of migrant students returning in the fall.</li> <li>-A part-time administrative assistant to the EL program to assist with data entry and progress monitoring.</li> <li>-Professional development for EL staff related to best practices for EL students.</li> <li>-Academic materials to enhance instruction.</li> </ul> <p>*SEE MEGS for total costs</p> <p>Schools: All Schools</p>	Behavioral Support Program, Supplemental Materials, Technology, Academic Support Program, Parent Involvement	Tier 2	Monitor	08/25/2020	06/04/2021	\$17290	Title I Part C	Title I Part C staff and Program Coordinator

Activity - McKinney-Vento Supports and Services - Title I Part A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Our district has reserved money from our Title I Part A allocation for students qualifying for McKinney Vento Services. McKinney Vento student needs include school of origin transportation, clothing, food, school fees, school and personal supplies, counseling if needed, Title I services if needed, and tutoring and/or summer school if needed so students have everything they need to be successful in school.</p>	<p>Teacher Collaboration, Behavioral Support Program, Supplemental Materials, Technology, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$5305</p>	<p>Title I Part A</p>	<p>District and Building McKinney-Vento coordinators/liaisons</p>
<p>*SEE MEGS for total cost</p>								
<p>Schools: All Schools</p>								

Activity - Instructional Coaching (K-12) Title IA/31A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Instructional Coaches will organize and implement Classroom Learning Labs (CLL) to support teachers professional development. Instructional Coaches will also support teachers with the Gradual Release of Responsibility Instructional Framework. The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. Like surgical theaters where doctors observe actual operations in progress to hone their techniques, the lab classroom provides an authentic opportunity for colleagues to see ideas in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving.</p>	<p>Teacher Collaboration, Supplemental Materials, Curriculum Development, Direct Instruction, Professional Learning, Technology, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$90382</p>	<p>Title I Part A, Section 31a</p>	<p>Instructional Coaches, Administrators and Teaching Staff</p>
<p>Our instructional coaches also work collaboratively with teachers on an individual basis to improve Tier I instruction (GRR Model).</p>								
<p>In addition, the elementary coaches will collaborate with our K-3 staff to keep a focus on our goal of having all students reading at level by grade 3. The coaches will coach teachers with Tier I literacy interventions to help meet the needs of all students during Tier I instruction.</p>								
<p>*SEE MEGS for total costs</p>								
<p>Schools: All Schools</p>								

Activity - Parent and Family Engagement - Title I Part A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Parent and family engagement at KHPS is a high priority. Parent and family engagement activities include: KHPS website, newsletters, school messenger, facilities study teams, district and school improvement teams, PTOs, Band Boosters, EL family nights, open houses, curriculum nights, parent/teacher conferences, Watch Dog programs at K-8 buildings, Reading Literacy Nights, board meetings, and internet based curriculum to use at home with students. Specific parent involvement activities for our Migrant and EL students are:                  -At least two parent nights will be held during the school year. At these meetings, essential ELA and math curriculum components will be shared with families. In addition, parents will be given strategies to assist in developing their child's reading, writing, speaking and math skills at home.                  -A variety of important school information and parent tips will be shared in order to assist parents in preparing their child for school and specific events.</p> <p>*SEE MEGS for total cost</p> <p>Schools: All Schools</p>	<p>Policy and Process, Materials, Teacher Collaboration, Supplemental Materials, Community Engagement, Technology, Academic Support Program, Parent Involvement</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$0</p>	<p>General Fund</p>	<p>District Staff and Administrators</p>
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Activity - KSSN Community School Support - Section 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Kent School Services Network (KSSN) brings health and human services into the school building to serve students and families. This idea is called a "community school."</p> <p>Placing services at school removes many barriers that families have, and helps keep students in class. When students are in class, they can keep learning and achieving.</p> <p>The goals of KSSN Staff:                  •Increase student achievement                  •Lower student absences                  •Improve coordination of services                  •Deliver health and human services as they are needed</p> <p>SEE MEGS for Cost</p> <p>Schools: Alpine Elementary School</p>	<p>Teacher Collaboration, Behavioral Support Program, Community Engagement, Academic Support Program, Parent Involvement</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$4500</p>	<p>Section 31a</p>	<p>Building staff, KSSN staff, and building principal</p>

Activity - Tier II Academic Intervention Specialists - Section 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTs. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>When looking at CNA data, we find gaps in math instruction and lower growth in math on NWEA test results. This Tier II intervention includes Middle School classes provided by Math and ELA teachers giving Tier II math and ELA support.</p> <p>At the elementary level, our physical education, music, art and Spanish teachers will be trained by our instructional coaches to work with K-3 reading interventions with students when they are not teaching their specialist class.</p> <p>SEE MEGS for Funding</p> <p>Schools: Kenowa Hills Central Elementary School, Alpine Elementary School, Kenowa Hills Middle School, Zinser Elementary School</p>	Academic Support Program	Tier 2	Monitor	08/25/2020	06/04/2021	\$1625	Section 31a	Academic Interventionists, Principals, Curriculum Director, Elementary Specialist Teachers
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Activity - AP Fee Waiver - 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>AP testing fee waiver would be applied to our HS at-risk students using 31a grant funds.</p> <p>Schools: Kenowa Hills High School, Kenowa Hills High School</p>	Career Preparation /Orientation , Academic Support Program	Tier 1	Implement	01/04/2021	06/04/2021	\$750	Section 31a	High School principal and counselors

Activity - Tier II College and Career Pathways - 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>College and Career Pathway Exploration for students needing additional support in these areas. The stand-alone vocational courses into which high school students with lower academic achievement were often channeled are becoming a thing of the past. Instead, programs that merge CTE, rigorous academic coursework, and career exploration opportunities, while creating clear pathways through high school, college, and beyond, are gaining momentum. High schools are moving away from the stand-alone vocational courses of the past, into which students with lower academic achievement or perceived potential were often channeled. Many educators are now calling for approaches that link career-technical education, rigorous academic coursework, and experiences that show students the relevance of education to their future, while teaching them the academic and employability skills they need to be successful in both college and career. Our Kenowa Hills Pathways High School has a goal to achieve success for all our students.</p> <p>SEE MEGS for Cost</p> <p>Schools: Kenowa Hills Pathways High School</p>	<p>Career Preparation /Orientation , Technology , Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$65000</p>	<p>Section 31a</p>	<p>Pathways Principal and staff</p>
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Activity - Munetrix Collection and Evaluation of Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Munetrix contracted services will provide Kenowa Hills Public Schools training, tools, and processes to maintain compliance with ESSA state and federal program expectations with a focus on improving student achievement in the schools and district. The framework for this work includes (1) determining the current status of compliance via focusing on the CNA, (2) follow-up guidance and support, and (3) utilizing process data and information to drive continuous improvement. Our CNA results show that principals need more professional development related to data evaluation.</p> <p>Schools: All Schools</p>	<p>Policy and Process, Professional Learning, Technology , Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$1250</p>	<p>General Fund</p>	<p>Principals, teacher leadership, curriculum director</p>

Activity - MTSS Coordinator - Title IV	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Under the direction of the PBIS Manager, the PBIS Coordinator/Coach will be responsible for the overall management of the Positive Behavioral Interventions and Supports program including providing training and technical assistance to school teams and PBIS Coaches to maintain and develop school-wide PBIS systems. Facilitate sustainability and expansion of PBIS practices district-wide. Provide and/or facilitate quality training at all three tiers of PBIS: universal, secondary and tertiary. Ongoing support to district level PBIS Coaches. Oversee district level data collection, management and analysis. Train and provide ongoing technical and data analysis support to staff who use school-wide data collection systems Train and provide ongoing technical and data analysis support to staff who use secondary tier data collection systems Collect and monitor school and district databases to track and analyze student behavioral data including office discipline referrals, suspensions, team implementation, and coach assessment of schoolwide implementation Develop collaboration with multiple district departments and initiatives including True Success, diversity and cultural competency, classroom management, specialized behavioral interventions, and data warehousing and support Participate in regional leadership conferences and meetings. Ongoing coaching of school-based PBIS teams.</p> <p>SEE MEGS for Costs</p> <p>Schools: Kenowa Hills High School</p>	<p>Policy and Process, Behavioral Support Program, Professional Learning, Parent Involvement, Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$3609</p>	<p>Title IV Part A</p>	<p>MTSS Coordinator, principals and building staff</p>
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**Goal 3: All students will score proficient in science.**

**Measurable Objective 1:**

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

**Strategy 1:**

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

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

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

Category: Career and College Ready

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

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

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

Research Cited: Maximizing Competency Education and Blended Learning: Insights from Experts, CompetencyWorks Issue Brief (March 2015) by Susan Patrick and

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

Tier: Tier 1

Activity - Gradual Release of Responsibility (GRR) Instructional Model Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Our district vision is aligned with the Marzano High Reliability Schools Framework. The framework speaks to the need to have a research-based instructional model as an essential element of Level 2: Effective Teaching in Every Classroom. In 2019-20 our teachers will continue to receive professional development from our instructional coaches surrounding our district instructional model, Gradual Release of Responsibility (GRR). The 2020-21 goal is to have 100% of staff implementing highly effective collaborative learning activities in their classrooms. Teacher evaluations will continue to be based on teachers showing growth in the area of implementing the GRR instructional model. Staff professional development will involve "Classroom Learning Labs", Instructional Coaching, and Professional Learning Community times. Highly effective collaborative learning leads to higher order thinking skills which are essential for students to be college and career ready.</p> <p>Schools: All Schools</p>	Direct Instruction, Professional Learning, Technology	Tier 1	Monitor	08/25/2020	06/04/2021	\$0	No Funding Required	All K-12 Instructional and Administrative Staff
Activity - Learning Management System (LMS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>In 2018-19 we had a group of 40 teacher implementing a new LMS called Canvas by Instructure. The early implementation team used Canvas throughout 2018-19 and provided feedback on areas of improvement and needs for future training. In August of 2019 the entire K-12 staff received training related to using Canvas as their new LMS. Canvas will support our teachers in personalizing learning for all students. This LMS will help support Marzano's High Reliability Schools Level 4: Standards-referenced reporting along with helping teachers personalize instruction for Level 5: Competency-based Education. In Spring 2019 when schools closed to COVID 19, Canvas was used as our LMS for students to access remote learning opportunities. Canvas will continue to be implemented by all staff in 20-21 as we expect a possible hybrid schedule or more online learning due to COVID-19</p> <p>Schools: All Schools</p>	<p>Curriculum Development, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$7845</p>	<p>General Fund</p>	<p>All K-12 Instructional and Administrative Staff.</p>
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Activity - KnowledgeWorks Personalized Learning Instructional Coaching and Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Coaching and professional development services facilitate our continued implementation of a personalized learning system of education. KnowledgeWorks Coaching services will include: 1)Professional development for Kenowa Hills Instructional Coaches surrounding personalized learning, 2) Strategic planning with the district improvement and school improvement teams. 3) Building and district level analyses and reports surrounding personalized learning implementation; including strengths and areas for continued growth. 4) Professional development for Kenowa Hills teacher leadership teams surrounding personalized learning and the continuous cycle of strategic planning. Each building and the district have created Personal Mastery Action Plans addressing the 5 levels of Marzano's High Reliability Schools. Personal Mastery Coaching is Level 5 in Marzano's Hierarchy of High Reliability Schools Framework.</p> <p>Schools: All Schools</p>	<p>Policy and Process, Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology, Parent Involvement</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$2700</p>	<p>General Fund</p>	<p>Personalized Learning Coach, PreK-12 Teaching Staff and Administrators</p>

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop). Each building administers surveys to parents, staff and students to honor Stakeholder Voice. Each building has a feedback loop associated with sharing the survey results. Stakeholder voice and choice is Level 5 in the Hierarchy of High Reliability Schools Research.</p> <p>Schools: All Schools</p>	<p>Policy and Process, Teacher Collaboration, Community Engagement, Technology, Parent Involvement</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>All Kenowa Hills Staff and Administrators</p>
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Activity - Competency-Based Personalized Learning On-Site Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>In 2018-19 we employed a competency-based on-site year round coach to help us take the next steps in becoming a competency-based system of education. The resident CBE specialist will work with administrators, staff, parents, and the CBE Consortium to help us plan for our implementation of personal mastery. 2018-19 goals were to define our KHPS essential standards for ELA, Math, Social Studies and Science. In 2019-20 we continued this essential standards work with our elective courses. This activity falls under the Level 5 of the High Reliability Framework by Marzano Research. Defining essential standards is a prerequisite to writing competencies. In 2020-21 continuing essential standards and work with our KHPS Graduate Profile will be the focus for staff.</p> <p>Schools: All Schools</p>	<p>Teacher Collaboration, Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$23750</p>	<p>General Fund</p>	<p>Personalized Learning Coach, Instructional Coaches and Teaching Staff</p>

Activity - Middle School Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Kenowa Hills Middle School has implemented a program to help schedule students for additional academic intervention or enrichment called Flex Scheduler. The Middle School is moved to trimesters in 2019-20 to offer more student choice in courses. New course offerings include Environmental Studies, Odyssey of the Mind, Yoga, Spanish, Virtual Reality Cultural Studies, Technology and STEM. Funding includes start up costs for materials for the new courses. Schedules meeting student needs is Level 5: Personal Mastery; in the Hierarchy of High Reliability Schools Framework. More classes will be offered as choices in 2020-21.</p>	<p>Policy and Process, Teacher Collaboration, Curriculum Development, Direct Instruction, Technology, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$193</p>	<p>General Fund</p>	<p>Middle school staff and administrators</p>
<p>Schools: Kenowa Hills Middle School</p>								

Activity - K-12 21st Century Report Card and Transcript Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>In 2020-21 report card teams of teacher leaders and administrators will be created to review our KHPS reporting process and transcripts. There will be a grades K-5 team and a grades 6-12 team. These teams will be working on the High Reliability Schools Framework Level 5: Competency-Based Education. The goal of the teams will to create a transparent reporting system for all stakeholders that focuses on what academic standards a student has mastered along with career ready skills being reported separately.</p>	<p>Policy and Process, Teacher Collaboration, Community Engagement, Technology, Academic Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$500</p>	<p>General Fund</p>	<p>Teaching staff and administrators</p>
<p>Schools: All Schools</p>								

Activity - K-12 Leadership Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>KHPS offers leadership growth for teachers when they participate in our KHPS Leadership Mentoring Program that includes mentoring and goal setting for teaching staff interested in being teacher or administrative leaders. The participants also get experience leading by taking over for principals when they are out of the building.</p>	<p>Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$0</p>	<p>General Fund</p>	<p>Teachers, administrators</p>
<p>Schools: All Schools</p>								

**Strategy 2:**

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

The KHPS GVC will be a written curriculum that incorporates the district's expectations for good instruction, essential content, and affirm our shared vision. Based on

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state and national standards and feedback from all KHPS stakeholders, the curriculum will be structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum will reflect a commitment to equity, diversity and address the wide range of needs and abilities of all students.

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

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

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

Category: Career and Technical Education(CTE)

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

Tier: Tier 1

Activity - Professional Learning Communities (PLC's)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Kenowa Hills will continue to promote and support the Professional Learning Community model of collaboration and professional growth. Four guiding questions will guide KHPS PLC teams: 1) what curriculum do we want students to know; 2) how will we know when they have learned it; 3) how will we respond when students do not learn the intended curriculum; and 4) how will we respond when students already know the intended curriculum. Teacher collaboration around data is essential to student achievement.</p> <p>KHPS will provide regular PLC time throughout the school year. PLC teams are organized by grade level at the elementary level and department at the secondary level. The PLCs focus on data, curriculum standards and assessments.</p> <p>Schools: All Schools</p>	Teacher Collaboration, Curriculum Development, Professional Learning, Technology	Tier 1	Monitor	08/25/2020	06/04/2021	\$0	No Funding Required	All KHPS Certified and Administrative Staff

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Activity - K-12 Essential Standards Leadership Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In 2018-19, teams of teachers representing PreK-12 classes went through a protocol with our competency-based education coach to determine essential standards for the core subject areas. Substitutes replace teachers so they are able to meet in K-12 curriculum teams to determine and align essential standards. In 2020-21, our elective course teachers will use the same protocol with our competency-based coach to define essential standards for their classes. All essential standards will be defined by June 2021. The next step in the work will be to create competencies for each grade and course.  Schools: All Schools	Policy and Process, Curriculum Development, Technology	Tier 1	Evaluate	08/25/2020	06/04/2021	\$1000	General Fund	K-12 Teachers and Administrators

Activity - Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. The lab classroom provides an authentic opportunity for colleagues to see highly effective instruction in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving. In 2019-20 the focus of classroom learning labs will be examples of personal mastery in the classroom. This also includes school climate, our instructional model, focus on essential standards and assessments, which are all part of our buildings personal mastery action plans. In 2020-21 coaches will be looking for innovative ways to do learning labs without teachers having to be out of their classrooms.  Schools: All Schools	Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Monitor	08/25/2020	06/04/2021	\$1250	General Fund	Instructional Coaches, PreK-12 Teaching Staff and Administrators

Activity - Science Kits and Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>The CNA shows that science scores are below the state average, so our teacher and administrator teams reviewed research-based science programs and materials that would align with the State standards (NGSS). The Foss Science Kits were chosen as we found them the most engaging and rigorous science instruction of the choices. The Foss Science Kits were implemented in Grades 3 and 5 in 2016-17, grades 2 and 4 in 2017-18 and grades K and 1 in 2018-19. Grades 6-8 in 2019-20. Grades 6-8 teachers will get additional science training in 2020-21.</p> <p>In 2019-20 KHPS grades 6-8 science teachers will implement the Foss Science Instruction at the Middle School. This will give us K-8 alignment in our science curriculum.</p> <p>Schools: Kenowa Hills Central Elementary School, Alpine Elementary School, Kenowa Hills Middle School, Zinser Elementary School</p>	<p>Materials, Curriculum Development, Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$67500</p>	<p>General Fund</p>	<p>Foss Science Trainers, Grade K-8 Science Teaching Staff and Administrators</p>
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Activity - STEM Academy & Design Lab	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>In fall of 2016, KHPS implemented a STEM Academy class for 7th and 9th graders. The program has grown each year with refinements to the curriculum and learning environment. Content Teachers and STEM instructors are trained with our Kent Intermediate School District STEM Consultants. They have planned curriculum. Kenowa Hills Public Schools partnered with DeWys Manufacturing and Move Systems to create a state of the art learning experience location. The school will use a 3,324 sq.ft. space under the same roof as an advanced manufacturing company as a location for learning. In 2020-21 the courses will continue to expand with course offerings and additional STEM Lab equipment.</p> <p>Schools: Kenowa Hills High School, Kenowa Hills Middle School</p>	<p>Materials, Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$15000</p>	<p>General Fund</p>	<p>STEM Teaching Staff and Administrators</p>

Activity - Elementary STEM Specialist Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Our CNA data shows that we have a weakness in science scores at the elementary level. It was decided to try to incorporate more NGSS STEM materials into the elementary curriculum.</p> <p>Two K-5 STEM specialist teachers were hired and will engage in STEM related lessons during the school year which started in February 2018. Kent ISD STEM consultants worked with the specialist STEM staff and created lessons for them to use to integrate STEM into their weekly specialist classes. Each STEM teacher sees each PreK-5 classroom for 45 minutes per week for instruction. In 2020-21 the elementary STEM teachers will continue to get new STEM equipment for their program.</p> <p>Schools: Kenowa Hills Central Elementary School, Alpine Elementary School, Zinser Elementary School</p>	<p>Materials, Teacher Collaboration, Supplemental Materials, Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$7875</p>	<p>General Fund</p>	<p>K-5 STEM Teachers, Curriculum Director</p>
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Activity - K-12 Performance Assessment Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>KHPS started a Performance-Based Assessment Team of K-12 teacher leaders in 2018-19 to create performance assessments during professional development time with Jonathan VanderEls, a performance assessment expert. This assessment work is part of Level 3 of Marzano's High Reliability Schools Framework: Guaranteed and Viable Curriculum. Jonathan VanderEls will continue working with teams of teachers during the 2019-20 school year so that all staff will be trained in creating, administering and evaluating performance assessments written to assess essential standards by June 2021.</p> <p>Schools: All Schools</p>	<p>Teacher Collaboration, Curriculum Development, Professional Learning, Technology, Academic Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$3750</p>	<p>General Fund</p>	<p>Teachers, administrators, Jonathan VanderEls</p>

Activity - Engineering and Computer Science Courses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Michigan has new computer science standards released in 2018-19. KHPS understands the importance of our students being career and college ready upon graduation. Two new courses are being created to meet the needs of our students. Intro to Engineering Design and Computer Science Essentials will be offered as courses in 2019-20. The teacher of these courses is receiving professional development in the program Project Lead the Way. This professional development will help him create a relevant and rigorous curriculum for our new courses. In 2020-21 the computer science program will continue to expand to Middle School.</p> <p>Schools: Kenowa Hills High School, Kenowa Hills Middle School</p>	<p>Materials, Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$16000</p>	<p>General Fund</p>	<p>Teachers and administrators</p>

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Activity - MACUL Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>A group of teachers will attend the annual MACUL conference in Detroit in 2021. This conference helps our teachers see education from a future technologies view. This professional development opportunity will enable our teachers to learn ways to integrate technology and the MItech standards into their curriculum.</p> <p>Schools: All Schools</p>	Career Preparation /Orientation , Curriculum Development, Direct Instruction, Technology , Academic Support Program	Tier 1	Implement	03/11/2021	03/12/2021	\$2548	Title IV Part A	Teaching Staff and Technology Department Staff

### Strategy 3:

Hybrid Schedules and Remote Learning - Hybrid Schedules being implemented due to COVID19 have caused our district to be prepared for hybrid schedules and for teachers teaching effectively online. There is also the possibility of remote instruction for periods of possible complete closure. Due to our parent surveys from remote learning experiences this past spring, we realize our teachers need more support in learning the best practices in remote learning and online instruction. With a hybrid schedule our teachers would be teaching face-to-face alternately with remote learning.

Category: Science

Research Cited: -Schwartz, Heather L., Faruque Ahmed, Jennifer T. Leschitz, Amra Uzicanin, and Lori Uscher-Pines, Opportunities and Challenges in Using Online Learning to Maintain Continuity of Instruction in K–12 Schools in Emergencies. Santa Monica, CA: RAND Corporation, 2020.

[https://www.rand.org/pubs/working\\_papers/WRA235-1.html](https://www.rand.org/pubs/working_papers/WRA235-1.html).

-The impact of learner-, instructor-, and course-level factors on online learning. Computers & Education Volume 150, June 2020, 103851

-Borup, J., Graham, C.R., West, R.E. et al. Academic Communities of Engagement: an expansive lens for examining support structures in blended and online learning. Education Tech Research Dev 68, 807–832 (2020). <https://doi.org/10.1007/s11423->

-Transition to Online Education in Schools during a SARS-CoV-2

Coronavirus (COVID-19) Pandemic in Georgia. Pedagogical Research 2020, 5(4), em0060

Tier: Tier 1

Activity - Online Learning PD for Teaching Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Online teaching and learning professional development for teaching staff.</p> <p>Schools: All Schools</p>	Professional Learning, Technology	Tier 1	Getting Ready	08/19/2020	06/04/2021	\$0	General Fund	Administrators and Teaching Staff

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**Measurable Objective 2:**

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

**Strategy 1:**

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

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

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

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

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

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

Category: Learning Support Systems

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

- Jimerson, S. R., Burns, M. K., & VanDerHeyden, A. M. (2007). Response to intervention at school: The science and practice of assessment and intervention. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (eds.), Handbook of response to intervention: The science and practice of assessment and intervention (pp. 3-9).
- New York, NY: Springer. NASDSE (2005). Response to intervention: Policy considerations and implementation. Alexandria, VA: NASDSE.
- Hoover, J. J. (2009). Differentiating learning differences from disabilities: Meeting diverse needs through multi-tiered response to intervention. Boston, MA: Allyn &

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Bacon.

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

Tier: Tier 2

Activity - Tier II Academic Intervention Specialists - Title I Part A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTS. Our CNA shows gaps in subgroups' achievement. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>*SEE MEGS for total costs</p> <p>Schools: Kenowa Hills Central Elementary School, Alpine Elementary School, Zinser Elementary School</p>	Teacher Collaboration, Direct Instruction, Technology , Academic Support Program	Tier 2	Monitor	08/25/2020	06/04/2021	\$115561	Title I Part A	Academic Intervention Specialists, Principals, and Director of Curriculum and Instruction.

Activity - Tier II Academic Intervention Specialists - Section 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Activity - High School At-Risk Counselor - Section 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>The annual KHPS Section 31a needs assessment (for all students in the district) indicates a need for supplementary social and emotional support at the high school level. A plethora of research suggests that when schools fail to meet students' social and emotional needs, it restricts their access to the intended curriculum.</p> <p>The high school at-risk counselor will work with the population of students identified via the needs assessment who require supplemental social and emotional support. This counselor will not be involved in the traditional counseling duties (such as scheduling, college preparations, testing support). Instead, this employee will exclusively provide support above and beyond the supports that are already being provided by the general fund counselors. At-risk students serviced will include the McKinney Vento students.</p> <p>*SEE MEGS for costs</p> <p>Schools: Kenowa Hills High School</p>	<p>Career Preparation /Orientation , Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$26500</p>	<p>Section 31a</p>	<p>High School At-Risk Counselor and High School Principal</p>
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Activity - Middle School Behavior Interventionist - Section 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The annual 31a needs assessment (for all students in the district) indicates a need for supplementary behavioral supports at the middle school. The middle school behavior interventionists will provide supplementary behavior interventions to students at the middle school who qualify for 31a services and require additional, supplementary behavioral supports. This staff member will utilize research-based behavior intervention strategies, including restorative justice techniques, in an effort to provide qualifying students with supplementary support.</p> <p>*SEE MEGS for costs</p> <p>Schools: Kenowa Hills Middle School</p>	<p>Teacher Collaboration, Behavioral Support Program, Technology</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$9750</p>	<p>Section 31a</p>	<p>Middle School Behavior Interventionist and Middle School Principal</p>

Activity - English Learner Supplemental Support - Title III	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Our Title III program resources will be utilized to deliver supplemental classroom support to our English Learner students. Student achievement data (CNA) suggests significant achievement gaps exist with our EL students. The intent of this activity is to provide targeted, research based, supplemental support and services to our EL students. This will be accomplished by:</p> <ul style="list-style-type: none"> <li>-Contracted certified EL staff to provide direct service to qualifying EL students. At the elementary level, this service will be provided by a combination of pull out and push in support. At the secondary level, this service will be provided through a designated course students are enrolled in as well as time set aside for intervention.</li> <li>-A part-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) will work with English Learners in the classroom at the secondary level (time is split between the high school and middle school based on student need).</li> <li>-A full-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) will work with English Learners in the classroom at the elementary level.</li> <li>-Professional development for EL staff related to best practices for EL students.</li> <li>-Materials needed to enhance instruction.</li> <li>-Parent nights to provide parents with information on how to assist their child's learning and connect our EL families to other resources in the community.</li> </ul> <p>*SEE MEGS for total cost</p> <p>Schools: All Schools</p>	<p>Teacher Collaboration, Direct Instruction, Technology, Parent Involvement, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$3281</p>	<p>Title III</p>	<p>English Learner Staff and Title III Coordinator</p>
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Activity - Migrant Student Supplementary Support - Title I Part C	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Student achievement data (CNA) suggests gaps exist for our migrant students in the core content areas of the curriculum. Therefore, the intent of this activity its to provide support and supplemental resources necessary to allow acceleration of student achievement for our migrant students. This activity supports the needs and urgency in providing a guaranteed and viable curriculum for all students. Supplemental supports are as follows:                      -Contracted certified EL staff to provide direct service to migrant students. At the elementary level, this service will be provided by a combination of pull out and push in support. At the secondary level, this service will be provided through a designated course students are enrolled in as well as time set aside for intervention.                      -A part-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) to work with migrant students in the classroom at the secondary level (time is split between the high school and middle school based on student need).                      -A full-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) to work with English Learners in the classroom at the elementary level.                      -Additional certified staff contracted through a substitute agency to help serve the diverse needs of our migrant students. The FTE of staff will vary based on funding and the number of migrant students returning in the fall.                      -Additional paraprofessional staff contracted through a substitute agency to help serve the diverse needs of our migrant students. The FTE of staff will vary based on funding and the number of migrant students returning in the fall.                      -A part-time administrative assistant to the EL program to assist with data entry and progress monitoring.                      -Professional development for EL staff related to best practices for EL students.                      -Academic materials to enhance instruction.</p> <p>*SEE MEGS for total costs</p> <p>Schools: All Schools</p>	<p>Teacher Collaboration, Behavioral Support Program, Direct Instruction, Technology , Parent Involvement, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>11/01/2020</p>	<p>\$17290</p>	<p>Title I Part C</p>	<p>Title I Part C Staff and Program Coordinator</p>
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Activity - McKinney-Vento Supports and Services - Title I Part A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Our district has reserved money from our Title I Part A allocation for students qualifying for McKinney Vento Services. McKinney Vento student needs include school of origin transportation, clothing, food, school fees, school and personal supplies, counseling if needed, Title I services if needed, and tutoring and/or summer school if needed so students have everything they need to be successful in school.</p> <p>*SEE MEGS for total cost</p> <p>Schools: All Schools</p>	<p>Materials, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$4922</p>	<p>Title I Part A</p>	<p>District and Building McKinney-Vento Liaisons and Teaching Staff</p>
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Activity - Instructional Coaching (K-12) Title IA/31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Instructional Coaches will organize and implement Classroom Learning Labs (CLL) to support teachers professional development. Instructional Coaches will also support teachers with the Gradual Release of Responsibility Instructional Framework. The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. Like surgical theaters where doctors observe actual operations in progress to hone their techniques, the lab classroom provides an authentic opportunity for colleagues to see ideas in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving.</p> <p>Our instructional coaches also work collaboratively with teachers on an individual basis to improve Tier I instruction (GRR Model).</p> <p>In addition, the elementary coaches will collaborate with our K-3 staff to keep a focus on our goal of having all students reading at level by grade 3. The coaches will coach teachers with Tier I literacy interventions to help meet the needs of all students during Tier I instruction.</p> <p>*SEE MEGS for total costs</p> <p>Schools: All Schools</p>	<p>Teacher Collaboration, Curriculum Development, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$177165</p>	<p>Title I Part A</p>	<p>Instructional Coaches, Administrators and Teaching Staff</p>

Activity - Parent and Family Engagement - Title I Part A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Parent and family engagement at KHPS is a high priority. Parent and family engagement activities include: KHPS website, newsletters, school messenger, facilities study teams, district and school improvement teams, PTOs, Band Boosters, EL family nights, open houses, curriculum nights, parent/teacher conferences, Watch Dog programs at K-8 buildings, Reading Literacy Nights, board meetings, and internet based curriculum to use at home with students. Specific parent involvement activities for our Migrant and EL students are:                  -At least two parent nights will be held during the school year. At these meetings, essential ELA and math curriculum components will be shared with families. In addition, parents will be given strategies to assist in developing their child's reading, writing, speaking and math skills at home.                  -A variety of important school information and parent tips will be shared in order to assist parents in preparing their child for school and specific events.</p> <p>*SEE MEGS for total cost</p> <p>Schools: All Schools</p>	Community Engagement, Parent Involvement	Tier 1	Monitor	08/25/2020	06/04/2021	\$1278	Title I Part A	District Staff and Administrators
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Activity - KSSN Community School Support - Section 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Kent School Services Network (KSSN) brings health and human services into the school building to serve students and families. This idea is called a "community school."</p> <p>Placing services at school removes many barriers that families have, and helps keep students in class. When students are in class, they can keep learning and achieving.</p> <p>The goals of KSSN Staff:                  •Increase student achievement                  •Lower student absences                  •Improve coordination of services                  •Deliver health and human services as they are needed</p> <p>SEE MEGS for Cost</p> <p>Schools: Alpine Elementary School</p>	Behavioral Support Program, Community Engagement, Academic Support Program, Parent Involvement	Tier 2	Monitor	08/25/2020	06/04/2021	\$4500	Section 31a	KSSN Staff and Teachers

Activity - Tier II College and Career Pathways - 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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College and Career Pathway Exploration for students needing additional support in these areas. The stand-alone vocational courses into which high school students with lower academic achievement were often channeled are becoming a thing of the past. Instead, programs that merge CTE, rigorous academic coursework, and career exploration opportunities, while creating clear pathways through high school, college, and beyond, are gaining momentum. High schools are moving away from the stand-alone vocational courses of the past, into which students with lower academic achievement or perceived potential were often channeled. Many educators are now calling for approaches that link career-technical education, rigorous academic coursework, and experiences that show students the relevance of education to their future, while teaching them the academic and employability skills they need to be successful in both college and career. Our Kenowa Hills Pathways High School has a goal to achieve success for all our students.	Career Preparation /Orientation , Technology , Academic Support Program	Tier 2	Monitor	08/25/2020	06/04/2021	\$65000	Section 31a	Pathways High School Principal and Staff
Schools: Kenowa Hills Pathways High School								

Activity - AP Testing Fees Waiver - 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At-Risk students will be able to get their AP testing fees waived. Schools: Kenowa Hills High School, Kenowa Hills High School	Career Preparation /Orientation , Academic Support Program	Tier 1	Implement	01/01/2021	05/14/2021	\$750	Section 31a	High School Principal and staff

Activity - Munetrix Data Collection and Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Munetrix contracted services will provide Kenowa Hills Public Schools training, tools, and processes to maintain compliance with ESSA state and federal program expectations with a focus on improving student achievement in the schools and district. The framework for this work includes (1) determining the current status of compliance via focusing on the CNA, and (2) utilizing process data and information to drive continuous improvement. Schools: All Schools	Behavioral Support Program, Professional Learning, Technology , Academic Support Program	Tier 1	Implement	08/25/2020	06/04/2021	\$1250	General Fund	Principals, lead teaching staff and curriculum director

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

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<p>The MTSS Coordinator/Coach will be responsible for the overall management of the Academic and Positive Behavioral Interventions and Supports program including providing training and technical assistance to school teams and PBIS Coaches to maintain and develop school-wide PBIS systems.                  Facilitate sustainability and expansion of PBIS practices district-wide.                  Provide and/or facilitate quality training at all three tiers of PBIS: universal, secondary and tertiary.                  Ongoing support to district level PBIS Coaches.                  Oversee district level data collection, management and analysis.                  Train and provide ongoing technical and data analysis support to staff who use school-wide data collection systems                  Train and provide ongoing technical and data analysis support to staff who use secondary tier data collection systems                  Collect and monitor school and district databases to track and analyze student behavioral data including office discipline referrals, suspensions, team implementation, and coach assessment of schoolwide implementation                  Develop collaboration with multiple district departments and initiatives including True Success, diversity and cultural competency, classroom management, specialized behavioral interventions, and data warehousing and support                  Participate in regional leadership conferences and meetings.                  Ongoing coaching of school-based PBIS teams.</p> <p>SEE MEGS for Costs</p> <p>Schools: Kenowa Hills High School</p>	<p>Policy and Process, Behavioral Support Program, Direct Instruction, Professional Learning, Technology, Parent Involvement, Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$3609</p>	<p>Title IV Part A</p>	<p>High School Counselor and High School Principal</p>
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**Goal 4: All students will score proficient in social studies.**

**Measurable Objective 1:**

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

**Strategy 1:**

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

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

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

Category: Career and College Ready

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

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

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

Research Cited: Maximizing Competency Education and Blended Learning: Insights from Experts, CompetencyWorks Issue Brief (March 2015) by Susan Patrick and

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

Tier: Tier 1

Activity - Gradual Release of Responsibility (GRR) Instructional Model Professional Development and Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our district vision is aligned with the Marzano High Reliability Schools Framework. The framework speaks to the need to have a research-based instructional model as an essential element of Level 2: Effective Teaching in Every Classroom. In 2020-21 our teachers will continue to receive professional development from our instructional coaches surrounding our district instructional model, Gradual Release of Responsibility (GRR). The 2020-21 goal is to have 100% of staff implementing highly effective collaborative learning activities in their classrooms. Teacher evaluations will continue to be based on teachers showing growth in the area of implementing the GRR instructional model. Staff professional development will involve "Classroom Learning Labs", Instructional Coaching, and Professional Learning Community times. Highly effective collaborative learning leads to higher order thinking skills which are essential for students to be college and career ready.  Schools: All Schools	Direct Instruction, Professional Learning, Technology	Tier 1	Monitor	08/25/2020	06/04/2021	\$0	No Funding Required	All K-12 Instructional and Administrative Staff

Activity - Learning Management System (LMS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In 2018-19 we had a group of 40 teacher implementing a new LMS called Canvas by Instructure. The early implementation team used Canvas throughout 2018-19 and provided feedback on areas of improvement and needs for future training. In August of 2019 the entire K-12 staff will receive training related to using Canvas as their new LMS. Canvas will support our teachers in personalizing learning for all students. This LMS will help support Marzano's High Reliability Schools Level 4: Standards-referenced reporting along with helping teachers personalize instruction for Level 5: Competency-based Education. In 2020-21 our LMS will continue to be utilized for online instruction in a hybrid or online schedule due to COVID19  Schools: All Schools	Curriculum Development, Professional Learning, Technology	Tier 1	Implement	08/25/2020	06/04/2021	\$7845	General Fund	All K-12 Instructional and Administrative Staff

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Activity - KnowledgeWorks Personalized Learning Instructional Coaching and Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coaching and professional development services facilitate our continued implementation of a personalized learning system of education. KnowledgeWorks Coaching services will include: 1) Professional development for Kenowa Hills Instructional Coaches surrounding personalized learning, 2) Strategic planning with the district improvement and school improvement teams. 3) Building and district level analyses and reports surrounding personalized learning implementation; including strengths and areas for continued growth. 4) Professional development for Kenowa Hills teacher leadership teams surrounding personalized learning and the continuous cycle of strategic planning. Each building and the district have created Personal Mastery Action Plans addressing the 5 levels of Marzano's High Reliability Schools. Personal Mastery Coaching is Level 5 in Marzano's Hierarchy of High Reliability Schools Framework.  Schools: All Schools	Policy and Process, Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology, Parent Involvement	Tier 1	Monitor	08/25/2020	06/04/2021	\$2700	General Fund	Personalized Learning Coach, PreK-12 Teaching Staff and Administrators

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop). Each building administers surveys to parents, staff and students to honor Stakeholder Voice. Each building has a feedback loop associated with sharing the survey results. Stakeholder voice and choice is Level 5 in the Hierarchy of High Reliability Schools Research.  Schools: All Schools	Policy and Process, Teacher Collaboration, Community Engagement, Technology, Parent Involvement	Tier 1	Monitor	08/25/2020	06/04/2021	\$0	No Funding Required	All Kenowa Hills Staff and Administrators

Activity - Competency-Based Personalized Learning On-Site Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>In 2018-19 we employed a competency-based on-site year round coach to help us take the next steps in becoming a competency-based system of education. The resident CBE specialist will work with administrators, staff, parents, and the CBE Consortium to help us plan for our implementation of personal mastery. 2018-19 goals were to define our KHPS essential standards for ELA, Math, Social Studies and Science. In 2019-20 we will continue this essential standards work with our elective courses. This activity falls under the Level 5 of the High Reliability Framework by Marzano Research. Defining essential standards is a prerequisite to writing competencies. In 2020-21 essential standards will be completed by June 2021 for all courses. The KHPS graduate profile will continue to direct teacher professional development.</p> <p>Schools: All Schools</p>	<p>Teacher Collaboration, Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$23750</p>	<p>General Fund</p>	<p>Personalized Learning Coach, Administrators, Teaching Staff</p>
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Activity - Middle School Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Kenowa Hills Middle School has implemented a program to help schedule students for additional academic intervention or enrichment called Flex Scheduler. The Middle School moved to trimesters in 2019-20 to offer more student choice in courses. New course offerings include Environmental Studies, Odyssey of the Mind, Yoga, Spanish, Virtual Reality Cultural Studies, Technology and STEM. Funding includes start up costs for materials for the new courses. Schedules meeting student needs is Level 5: Personal Mastery; in the Hierarchy of High Reliability Schools Framework.</p> <p>Schools: Kenowa Hills Middle School</p>	<p>Policy and Process, Teacher Collaboration, Curriculum Development, Direct Instruction, Technology, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$193</p>	<p>General Fund</p>	<p>Middle school staff and administrators</p>

Activity - K-12 21st Century Report Card and Transcript Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>In 2020-21 report card teams of teacher leaders and administrators will be created to review our KHPS reporting process and transcripts. There will be a grades K-5 team and a grades 6-12 team. These teams will be working on the High Reliability Schools Framework Level 5: Competency-Based Education. The goal of the teams will to create a transparent reporting system for all stakeholders that focuses on what academic standards a student has mastered along with career ready skills being reported separately.</p> <p>Schools: All Schools</p>	<p>Policy and Process, Professional Learning, Technology, Parent Involvement</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$500</p>	<p>General Fund</p>	<p>Teachers and administrators</p>

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Activity - K-12 Leadership Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KHPS offers leadership growth for teachers when they participate in our KHPS Leadership Mentoring Program that includes mentoring and goal setting for teaching staff interested in being teacher or administrative leaders.  Schools: All Schools	Professional Learning, Technology	Tier 1	Implement	08/25/2020	12/17/2021	\$2500	General Fund	Teachers, administrators and MASSP coach.

### Strategy 2:

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

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

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

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

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

Category: Career and College Ready

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

Tier: Tier 1

Activity - Professional Learning Communities (PLC's)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Kenowa Hills will continue to promote and support the Professional Learning Community model of collaboration and professional growth. Four guiding questions will guide KHPS PLC teams: 1) what curriculum do we want students to know; 2) how will we know when they have learned it; 3) how will we respond when students do not learn the intended curriculum; and 4) how will we respond when students already know the intended curriculum. Teacher collaboration around data is essential to student achievement.</p> <p>KHPS will provide regular PLC time throughout the year using student dismissal times. PLC teams are organized by grade level at the elementary level and department at the secondary level. The PLCs focus on data, curriculum standards and assessments</p> <p>Schools: All Schools</p>	<p>Teacher Collaboration, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>All KHPS Certified and Administrative Staff</p>
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Activity - K-12 Essential Standards Leadership Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>In 2018-19, teams of teachers representing PreK-12 classes went through a protocol with our competency-based education coach to determine essential standards for the core subject areas. Substitutes replace teachers so they are able to meet in K-12 curriculum teams to determine and align essential standards. In 2020-21, our elective course teachers will use the same protocol with our competency-based coach to define essential standards for their classes. All essential standards will be defined by June 2021. The next step in the work will be to create competencies for each grade and course.</p> <p>Schools: All Schools</p>	<p>Policy and Process, Curriculum Development, Technology</p>	<p>Tier 1</p>	<p>Evaluate</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$0</p>	<p>General Fund</p>	<p>K-12 Teachers and Administrators</p>

Activity - Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. The lab classroom provides an authentic opportunity for colleagues to see highly effective instruction in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving. In 2020-21 the focus of classroom learning labs will be examples of personal mastery in the classroom. This also includes school climate, our instructional model, focus on essential standards and assessments, which are all part of our buildings personal mastery action plans. In 20-21 our instructional coaches will have to determine a new way to carry out classroom labs in innovative ways so teachers are not pulled from their classrooms to participate.</p> <p>Schools: All Schools</p>	<p>Teacher Collaboration, Direct Instruction, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$0</p>	<p>General Fund</p>	<p>Instructional Coaches, PreK-12 Teaching Staff and Administrators</p>
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Activity - K-12 Performance Assessment Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>KHPS started a Performance-Based Assessment Team of K-12 teacher leaders in 2018-19 to create performance assessments during professional development time with Jonathan VanderEls, a performance assessment expert. This assessment work is part of Level 3 of Marzano's High Reliability Schools Framework: Guaranteed and Viable Curriculum. Jonathan VanderEls will continue working with teams of teachers during the 2020-21 school year so that all staff will be trained in creating, administering and evaluating performance assessments written to assess essential standards.</p> <p>Schools: All Schools</p>	<p>Teacher Collaboration, Curriculum Development, Direct Instruction, Technology, Parent Involvement</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$9550</p>	<p>General Fund</p>	<p>Teachers, administrators and Jonathan VanderEls</p>

**Strategy 3:**

Hybrid Schedules and Remote Learning - Hybrid Schedules being implemented due to COVID19 have caused our district to be prepared for hybrid schedules and for teachers teaching effectively online. There is also the possibility of remote instruction for periods of possible complete closure. Due to our parent surveys from remote learning experiences this past spring, we realize our teachers need more support in learning the best practices in remote learning and online instruction. With a hybrid schedule our teachers would be teaching face-to-face alternately with remote learning.

Category: Social Studies

Research Cited: -Schwartz, Heather L., Faruque Ahmed, Jennifer T. Leschitz, Amra Uzicanin, and Lori Uscher-Pines, Opportunities and Challenges in Using Online Learning to Maintain Continuity of Instruction in K–12 Schools in Emergencies. Santa Monica, CA: RAND Corporation, 2020.

[https://www.rand.org/pubs/working\\_papers/WRA235-1.html](https://www.rand.org/pubs/working_papers/WRA235-1.html).

-The impact of learner-, instructor-, and course-level factors on online learning. Computers & Education Volume 150, June 2020, 103851

-Borup, J., Graham, C.R., West, R.E. et al. Academic Communities of Engagement: an expansive lens for examining support structures in blended and online learning. Education Tech Research Dev 68, 807–832 (2020). <https://doi.org/10.1007/s11423->

-Transition to Online Education in Schools during a SARS-CoV-2 Coronavirus (COVID-19) Pandemic in Georgia. Pedagogical Research 2020, 5(4), em0060

Tier: Tier 1

Activity - Online Learning PD for Teaching Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Online teaching and learning professional development for teaching staff.  Schools: All Schools	Professional Learning, Technology	Tier 1	Getting Ready	08/19/2020	06/04/2021	\$0	General Fund	Administrators and teaching staff

**Measurable Objective 2:**

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

**Strategy 1:**

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

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

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

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

Tier II interventions serve approximately 15% of students. Interventions are targeted group interventions. Students at Tier II continue to receive Tier I instruction in

addition to Tier II interventions. Based on performance data, students move fluidly between Tier I and Tier II.

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

Category: Learning Support Systems

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

- Jimerson, S. R., Burns, M. K., & VanDerHeyden, A. M. (2007). Response to intervention at school: The science and practice of assessment and intervention. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (eds.), Handbook of response to intervention: The science and practice of assessment and intervention (pp. 3-9). New York, NY: Springer. NASDSE (2005). Response to intervention: Policy considerations and implementation. Alexandria, VA: NASDSE.
- Hoover, J. J. (2009). Differentiating learning differences from disabilities: Meeting diverse needs through multi-tiered response to intervention. Boston, MA: Allyn & Bacon.
- Fuchs, D., & Fuchs, L. S. (2006). Introduction to response to intervention: What, why, and how valid is it? Reading Research Quarterly, 41 (1), 93-98.

Tier: Tier 2

Activity - Tier II Academic Intervention Specialists - Title I Part A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTS. Our CNA shows gaps in subgroups' achievement. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>*SEE MEGS for total costs</p> <p>Schools: Kenowa Hills Central Elementary School, Alpine Elementary School, Zinser Elementary School</p>	Academic Support Program	Tier 2	Monitor	08/25/2020	06/04/2021	\$115561	Title I Part A	Academic Intervention Specialists, Elementary Principals, and Director of Curriculum and Instruction
Activity - Tier II Academic Intervention Specialists - Section 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTS. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>This Tier II intervention includes Middle School classes provided by Math and ELA teachers giving Tier II math and ELA support. There will also be a class at the Middle School focusing on Habits of Mind. The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.</p> <p>At the elementary level, our physical education, music, art and Spanish teachers will be trained by our instructional coaches to work with K-3 reading interventions with students when they are not teaching their specialist class.</p> <p>SEE MEGS for Funding</p> <p>Schools: Kenowa Hills Central Elementary School, Alpine Elementary School, Kenowa Hills Middle School, Zinser Elementary School</p>	Academic Support Program	Tier 2	Monitor	08/25/2020	06/04/2021	\$1625	Section 31a	K-12 Section 31a Academic Intervention Specialists, building Principals, and Director of Curriculum and Instruction
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Activity - High School At-Risk Counselor - Section 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>The annual KHPS Section 31a needs assessment (for all students in the district) indicates a need for supplementary social and emotional support at the high school level. A plethora of research suggests that when schools fail to meet students' social and emotional needs, it restricts their access to the intended curriculum.</p> <p>The high school at-risk counselor will work with the population of students identified via the needs assessment who require supplemental social and emotional support. This counselor will not be involved in the traditional counseling duties (such as scheduling, college preparations, testing support). Instead, this employee will exclusively provide support above and beyond the supports that are already being provided by the general fund counselors. At-risk students serviced will include the McKinney Vento students.</p> <p>*SEE MEGS for costs</p> <p>Schools: Kenowa Hills High School</p>	Behavioral Support Program	Tier 2	Monitor	08/25/2020	06/04/2021	\$26500	Section 31a	High School At-Risk Counselor and High School Principal.
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Activity - Middle School Behavior Interventionist - Section 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The annual 31a needs assessment (for all students in the district) indicates a need for supplementary behavioral supports at the middle school. The middle school behavior interventionists will provide supplementary behavior interventions to students at the middle school who qualify for 31a services and require additional, supplementary behavioral supports. This staff member will utilize research-based behavior intervention strategies, including restorative justice techniques, in an effort to provide qualifying students with supplementary support.</p> <p>*SEE MEGS for costs</p> <p>Schools: Kenowa Hills Middle School</p>	Behavioral Support Program	Tier 2	Monitor	08/25/2020	06/04/2021	\$9750	Section 31a	Middle School Behavior Interventionist and Middle School Principal

Activity - English Learner Supplemental Support - Title III	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Our Title III program resources will be utilized to deliver supplemental classroom support to our English Learner students. Student achievement data (CNA) suggests significant achievement gaps exist with our EL students. The intent of this activity is to provide targeted, research based, supplemental support and services to our EL students. This will be accomplished by:</p> <ul style="list-style-type: none"> <li>-Contracted certified EL staff to provide direct service to qualifying EL students. At the elementary level, this service will be provided by a combination of pull out and push in support. At the secondary level, this service will be provided through a designated course students are enrolled in as well as time set aside for intervention.</li> <li>-A part-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) will work with English Learners in the classroom at the secondary level (time is split between the high school and middle school based on student need).</li> <li>-A full-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) will work with English Learners in the classroom at the elementary level.</li> <li>-Professional development for EL staff related to best practices for EL students.</li> <li>-Materials needed to enhance instruction.</li> <li>-Parent nights to provide parents with information on how to assist their child's learning and connect our EL families to other resources in the community.</li> </ul> <p>*SEE MEGS for total cost</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 2	Implement	08/25/2020	06/04/2021	\$3281	Title III	English Learner Staff and Title III Coordinator
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Activity - Migrant Student Supplementary Support - Title I Part C	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Student achievement data (CNA) suggests gaps exist for our migrant students in the core content areas of the curriculum. Therefore, the intent of this activity its to provide support and supplemental resources necessary to allow acceleration of student achievement for our migrant students. This activity supports the needs and urgency in providing a guaranteed and viable curriculum for all students. Supplemental supports are as follows:                      -Contracted certified EL staff to provide direct service to migrant students. At the elementary level, this service will be provided by a combination of pull out and push in support. At the secondary level, this service will be provided through a designated course students are enrolled in as well as time set aside for intervention.                      -A part-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) to work with migrant students in the classroom at the secondary level (time is split between the high school and middle school based on student need).                      -A full-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) to work with English Learners in the classroom at the elementary level.                      -Additional certified staff contracted through a substitute agency to help serve the diverse needs of our migrant students. The FTE of staff will vary based on funding and the number of migrant students returning in the fall.                      -Additional paraprofessional staff contracted through a substitute agency to help serve the diverse needs of our migrant students. The FTE of staff will vary based on funding and the number of migrant students returning in the fall.                      -A part-time administrative assistant to the EL program to assist with data entry and progress monitoring.                      -Professional development for EL staff related to best practices for EL students.                      -Academic materials to enhance instruction.</p> <p>*SEE MEGS for total costs</p> <p>Schools: All Schools</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$17290</p>	<p>Title I Part C</p>	<p>Title I Part C Staff and Program Coordinator</p>
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Activity - Instructional Coaching (K-12)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Instructional Coaches will organize and implement Classroom Learning Labs (CLL) to support teachers professional development. Instructional Coaches will also support teachers with the Gradual Release of Responsibility Instructional Framework. The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. Like surgical theaters where doctors observe actual operations in progress to hone their techniques, the lab classroom provides an authentic opportunity for colleagues to see ideas in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving.</p> <p>Our instructional coaches also work collaboratively with teachers on an individual basis to improve Tier I instruction (GRR Model).</p> <p>In addition, the elementary coaches will collaborate with our K-3 staff to keep a focus on our goal of having all students reading at level by grade 3. The coaches will coach teachers with Tier I literacy interventions to help meet the needs of all students during Tier I instruction.</p> <p>*SEE MEGS for total costs</p> <p>Schools: All Schools</p>	<p>Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$252032</p>	<p>Title I Part A, Section 31a</p>	<p>Instructional Coaches, Teaching Staff and Administrators</p>
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Activity - McKinney Vento Supports and Services - Title I Part A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Our district has reserved money from our Title I Part A allocation for students qualifying for McKinney Vento Services. McKinney Vento student needs include school of origin transportation, clothing, food, school fees, school and personal supplies, counseling if needed, Title I services if needed, and tutoring and/or summer school if needed so students have everything they need to be successful in school.</p> <p>*SEE MEGS for total cost</p> <p>Schools: All Schools</p>	<p>Materials, Other, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$5305</p>	<p>Title I Part A</p>	<p>McKinney Vento Building and District Liaisons and Teaching Staff</p>

Activity - Parent and Family Engagement - Title I Part A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Parent and family engagement at KHPS is a high priority. Parent and family engagement activities include: KHPS website, newsletters, school messenger, facilities study teams, district and school improvement teams, PTOs, Band Boosters, EL family nights, open houses, curriculum nights, parent/teacher conferences, Watch Dog programs at K-8 buildings, Reading Literacy Nights, board meetings, and internet based curriculum to use at home with students. Specific parent involvement activities for our Migrant and EL students are:                  -At least two parent nights will be held during the school year. At these meetings, essential ELA and math curriculum components will be shared with families. In addition, parents will be given strategies to assist in developing their child's reading, writing, speaking and math skills at home.                  -A variety of important school information and parent tips will be shared in order to assist parents in preparing their child for school and specific events.</p> <p>*SEE MEGS for total cost</p> <p>Schools: All Schools</p>	Parent Involvement	Tier 1	Implement	08/25/2020	06/04/2021	\$0	Title I Part A	Instructional Staff and Administrators
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Activity - KSSN Community School Support - Section 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Kent School Services Network (KSSN) brings health and human services into the school building to serve students and families. This idea is called a "community school."</p> <p>Placing services at school removes many barriers that families have, and helps keep students in class. When students are in class, they can keep learning and achieving.</p> <p>The goals of KSSN Staff:                  •Increase student achievement                  •Lower student absences                  •Improve coordination of services                  •Deliver health and human services as they are needed</p> <p>SEE MEGS for Cost</p> <p>Schools: Alpine Elementary School</p>	Teacher Collaboration, Behavioral Support Program, Community Engagement, Academic Support Program, Parent Involvement	Tier 2	Monitor	08/25/2020	06/04/2021	\$4500	Section 31a	Building Staff, KSSN Staff and Building Principal

Activity - Tier II College and Career Pathways 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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College and Career Pathway Exploration for students needing additional support in these areas. The stand-alone vocational courses into which high school students with lower academic achievement were often channeled are becoming a thing of the past. Instead, programs that merge CTE, rigorous academic coursework, and career exploration opportunities, while creating clear pathways through high school, college, and beyond, are gaining momentum. High schools are moving away from the stand-alone vocational courses of the past, into which students with lower academic achievement or perceived potential were often channeled. Many educators are now calling for approaches that link career-technical education, rigorous academic coursework, and experiences that show students the relevance of education to their future, while teaching them the academic and employability skills they need to be successful in both college and career. Our Kenowa Hills Pathways High School has a goal to achieve success for all our students.  SEE MEGS for Costs  Schools: Kenowa Hills Pathways High School	Teacher Collaboration, Career Preparation /Orientation, Technology, Academic Support Program	Tier 2	Monitor	08/25/2020	06/04/2021	\$65000	Section 31a	Pathways High School Principal and Staff
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Activity - Munetrix Data Collection and Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Munetrix will provide Kenowa Hills Public Schools training, tools, and processes to maintain compliance with ESSA state and federal program expectations with a focus on improving student achievement in the schools and district. The framework for this work includes (1) determining the current status of compliance via focusing on the CNA, and (2) utilizing process data and information to drive continuous improvement.  Schools: All Schools	Behavioral Support Program, Professional Learning, Academic Support Program	Tier 1	Implement	08/24/2020	06/04/2021	\$1250	General Fund	Principals, lead teachers and curriculum director

Activity - AP Testing Fees Waiver - 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AP Fee waiver will be available to at-risk students.  Schools: Kenowa Hills High School	Academic Support Program	Tier 2	Implement	01/04/2021	05/28/2021	\$750	Section 31a	High school counselors and AP Teaching Staff

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

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<p>The MTSS Coordinator/Coach will be responsible for the overall management of the Academic and Behavioral Interventions and Supports program including providing training and technical assistance to school teams and PBIS Coaches to maintain and develop school-wide PBIS systems. Facilitate sustainability and expansion of MTSS practices district-wide. Provide and/or facilitate quality training at all three tiers of PBIS: universal, secondary and tertiary. Ongoing support to district level PBIS Coaches. Oversee district level data collection, management and analysis. Train and provide ongoing technical and data analysis support to staff who use school-wide data collection systems Train and provide ongoing technical and data analysis support to staff who use secondary tier data collection systems Collect and monitor school and district databases to track and analyze student behavioral data including office discipline referrals, suspensions, team implementation, and coach assessment of school wide implementation Develop collaboration with multiple district departments and initiatives including True Success, diversity and cultural competency, classroom management, specialized behavioral interventions, and data warehousing and support Participate in regional leadership conferences and meetings. Ongoing coaching of school-based PBIS teams.</p> <p>SEE MEGS for Costs</p> <p>Schools: Kenowa Hills High School</p>	<p>Teacher Collaboration, Career Preparation /Orientation, Technology, Academic Support Program, Parent Involvement</p>	<p>Tier 2</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$3609</p>	<p>Title IV Part A</p>	<p>MTSS Coordinator, Building Principals and Teaching Staff</p>
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**Goal 5: All students will show growth in their social emotional learning**

**Measurable Objective 1:**

100% of All Students will increase student growth in Social & Emotional Learning in Practical Living by 06/04/2021 as measured by Social Emotional Health Screeners.

**Strategy 1:**

Social Emotional Learning - Schools are an important context for children's social and emotional development. In classrooms and other school settings, children and adolescents need to have skills for social interactions throughout their lives. Social and emotional learning (SEL) is the capacity to recognize and manage emotions, solve problems effectively, and establish positive relationships with others, competencies that clearly are essential for all students. Implementing SEL programs district wide will help our students social emotional health.

Category: School Culture

Research Cited: Zins, J. E., Elias, M. J., & Greenberg, M.T. (2003). Facilitating success in school and in life through social and emotional learning. *Perspectives in Education*, 21, 59–60.

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- J. E. Zins, R. P. Weissberg, M. C. Wang, & H. J. Walberg (Eds.), Building academic success on social and emotional learning: What does the research say? (pp. 135–150). New York: Teachers College Press.

-Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. MT Greenberg, RP Weissberg, MU O'Brien... - American ..., 2003 - psycnet.apa.org

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Tier: Tier 1

Activity - Capturing Kids' Hearts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Capturing Kids' Hearts is an evidence-based program to provide strategy and training for all staff to achieve success in their classrooms. Capturing Kids' Hearts is an immersive, participatory experience. Teachers, staff, and administrators learn and practice skills including: How to build meaningful, productive relationships with every student, how to use the EXCEL Model of teaching to create a safe, effective environment for learning, how to develop self-managing, high-performing classrooms using team-building skills and a Social Contract, and high payoff techniques for dealing with conflict, negative behavior, and disrespect issues. This program is part of Level 1: Safe and Orderly Environment; Marzano's Hierarchy of High Reliability Schools. All KHPS staff will be involved in the Capturing Kids Hearts training in August 2019. A team of lead teachers and administrators called "Process Champion Team" will continue to reinforce and create activities associated with implementing Capturing Kids' Hearts.	Policy and Process, Teacher Collaboration, Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/25/2020	06/04/2021	\$0	General Fund	Lead teachers on the Process Champions Building Teams, Administrators, all district staff.
Schools: All Schools								

Activity - Habits of Mind SEL Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Middle School is implementing the "Habits of Mind" of work and life related skills. The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome. This strategy fits in Level 1 of Safe & Orderly Environment in Marzano's High Reliability Framework for Schools.	Policy and Process, Career Preparation /Orientation, Behavioral Support Program, Professional Learning, Academic Support Program	Tier 1	Implement	08/25/2020	06/04/2021	\$300	General Fund	MS Administrators, instructional coaches and all building staff
Schools: Kenowa Hills Middle School								

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Activity - PBIS District Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Under the direction of the PBIS Manager, the PBIS Coordinator/Coach will be responsible for the overall management of the Positive Behavioral Interventions and Supports program including providing training and technical assistance to school teams and PBIS Coaches to maintain and develop school-wide PBIS systems.</p> <p>Facilitate sustainability and expansion of PBIS practices district-wide.</p> <p>Provide and/or facilitate quality training at all three tiers of PBIS: universal, secondary and tertiary.</p> <p>Ongoing support to district level PBIS Coaches.</p> <p>Oversee district level data collection, management and analysis.</p> <p>Train and provide ongoing technical and data analysis support to staff who use school-wide data collection systems</p> <p>Train and provide ongoing technical and data analysis support to staff who use secondary tier data collection systems</p> <p>Collect and monitor school and district databases to track and analyze student behavioral data including office discipline referrals, suspensions, team implementation, and coach assessment of schoolwide implementation</p> <p>Develop collaboration with multiple district departments and initiatives including True Success, diversity and cultural competency, classroom management, specialized behavioral interventions, and data warehousing and support</p> <p>Participate in regional leadership conferences and meetings.</p> <p>Ongoing coaching of school-based PBIS teams.</p> <p>SEE MEGS for Costs</p> <p>Schools: All Schools</p>	Policy and Process, Behavioral Support Program, Professional Learning, Academic Support Program	Tier 2	Implement	08/25/2020	06/04/2021	\$14437	Title VI Part B	Administrators, PBIS Coordinator

Activity - True Success SEL Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>True Success is an evidence-based social skills curriculum designed to unleash students' character potential. Classrooms use embedded lessons to engage students and teach positive behavior skills in a format that integrates with lessons in literacy and other core skills.</p> <p>Schools: Kenowa Hills Central Elementary School, Alpine Elementary School, Zinser Elementary School</p>	Behavioral Support Program, Academic Support Program	Tier 1	Monitor	08/25/2020	06/04/2021	\$11825	General Fund	Administrators and Teaching Staff

Activity - Graduate Profile	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>True Success is an evidence-based social skills curriculum designed to unleash students' character potential. Classrooms use embedded lessons to engage students and teach positive behavior skills in a format that integrates with lessons in literacy and other core skills.</p> <p>Schools: All Schools</p>	<p>Policy and Process, Career Preparation /Orientation, Behavioral Support Program, Curriculum Development, Direct Instruction, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$0</p>	<p>General Fund</p>	<p>Administrators and Teaching Staff</p>
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**Strategy 2:**

Trauma Informed Professional Development - Traumatic events such as COVID19 school closings and social justice unrest throughout the country call to the need for support services to assist the affected children and families. Regardless of the root of the trauma, those working in a capacity to support children can benefit from gaining a deeper understanding of how trauma affects child development and what intervention efforts have been effective in helping children heal.

To be trauma-informed, in any context, is to understand the ways in which violence, victimization, and other traumatic experiences may have impacted the lives of the individuals involved and to apply that understanding to the design of systems and provision of services so they accommodate trauma survivors' needs and are consonant with healing and recovery.

Category: School Culture

Research Cited: -Trauma-informed positive education: Using positive psychology to strengthen vulnerable students T Brunzell, H Stokes, L Waters - Contemporary School Psychology, 2016 - Springer

-Child Welfare, Juvenile Justice, Mental Health, and Education Providers' Conceptualizations of Trauma-Informed Practice Katelyn Donisch, Chris Bray, Abigail Gewirtz First Published March 8, 2016

-Building trauma-informed schools and communities M Walkley, TL Cox - Children & Schools, 2013

-Practicing what we teach: Trauma-informed educational practice

J Carello, LD Butler - Journal of Teaching in Social Work, 2015 - Taylor & Francis

-Butler, Critelli, & Rinfrette, 2011; Harris & Fallot, 2001; N. J. Smyth, 2008

Tier: Tier 1

Activity - Trauma Informed Staff PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Trauma Informed Professional Development for Staff Schools: All Schools	Behavioral Support Program, Professional Learning, Technology, Academic Support Program	Tier 1	Getting Ready	08/20/2020	06/04/2021	\$0	General Fund	Trauma Informed Trainers and Teaching Staff
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## Goal 6: Diversity, Equity and Inclusion research and practices will be implemented by all staff in Kenowa Hills

### Measurable Objective 1:

100% of All Students will increase student growth in learning about equity, diversity and inclusion in Practical Living by 06/04/2021 as measured by Screeners and reports of behaviors that go against equity and inclusion of all people.

### Strategy 1:

Diversity, Equity and Inclusion - Public schools in the United States are serving a more heterogeneous student population now than ever before. It is imperative that school district professional development is rigorous and available to staff with a focus on diversity, equity and inclusion in education.

Category: School Culture

Research Cited: -Ainscow, M. Diversity and Equity: A Global Education Challenge. NZ J Educ Stud 51, 143–155 (2016). <https://doi.org/10.1007/s40841-016-0056-x>

-The Principal's Role in Creating Inclusive Schools for Diverse Students: A Review of Normative, Empirical, and Critical Literature on the Practice of Educational Administration Carolyn J. Riehl March 1, 2000

-Equity Issues in Parental and Community Involvement in Schools: What Teacher Educators Need to Know Patricia Baquedano-López, Rebecca Anne Alexander, Sera J. Hernandez March 1, 2013

-School culture, equity, and student academic performance in a rural Appalachian school R Cleveland, J Chambers, C Mainus... - Kentucky Journal of Excellence in College Teaching and Learning 2011

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Tier: Tier 1

Activity - Diversity, Equity and Inclusion PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Professional Development for staff Schools: All Schools	Policy and Process, Teacher Collaboration, Professional Learning, Technology	Tier 1	Getting Ready	08/19/2020	06/04/2021	\$0	General Fund	Administrators and building staff
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Activity - Diversity Inclusion Group - High School Students and Principal	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kenowa Hills High School has assembled a group of high school students to work with teachers and administrators. Schools: All Schools	Policy and Process, Career Preparation /Orientation , Behavioral Support Program, Academic Support Program	Tier 1	Getting Ready	08/25/2020	06/04/2021	\$0	General Fund	Administrators, teachers and high school students

Activity - Media Center Reviews	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review media center materials to determine needs to meet all the areas of equity and diversity. Schools: All Schools	Materials, Behavioral Support Program, Academic Support Program	Tier 1		07/01/2020	07/01/2021	\$11000	General Fund	Media Center Staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title VI Part B

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PBIS District Coordinator	<p>Under the direction of the PBIS Manager, the PBIS Coordinator/Coach will be responsible for the overall management of the Positive Behavioral Interventions and Supports program including providing training and technical assistance to school teams and PBIS Coaches to maintain and develop school-wide PBIS systems.</p> <p>Facilitate sustainability and expansion of PBIS practices district-wide.</p> <p>Provide and/or facilitate quality training at all three tiers of PBIS: universal, secondary and tertiary.</p> <p>Ongoing support to district level PBIS Coaches.</p> <p>Oversee district level data collection, management and analysis.</p> <p>Train and provide ongoing technical and data analysis support to staff who use school-wide data collection systems</p> <p>Train and provide ongoing technical and data analysis support to staff who use secondary tier data collection systems</p> <p>Collect and monitor school and district databases to track and analyze student behavioral data including office discipline referrals, suspensions, team implementation, and coach assessment of schoolwide implementation</p> <p>Develop collaboration with multiple district departments and initiatives including True Success, diversity and cultural competency, classroom management, specialized behavioral interventions, and data warehousing and support</p> <p>Participate in regional leadership conferences and meetings.</p> <p>Ongoing coaching of school-based PBIS teams.</p> <p>SEE MEGS for Costs</p>	Policy and Process, Behavioral Support Program, Professional Learning, Academic Support Program	Tier 2	Implement	08/25/2020	06/04/2021	\$14437	Administrators, PBIS Coordinator

Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MTSS Coordinator - Title IV	<p>Under the direction of the PBIS Manager, the PBIS Coordinator/Coach will be responsible for the overall management of the Positive Behavioral Interventions and Supports program including providing training and technical assistance to school teams and PBIS Coaches to maintain and develop school-wide PBIS systems.</p> <p>Facilitate sustainability and expansion of PBIS practices district-wide.</p> <p>Provide and/or facilitate quality training at all three tiers of PBIS: universal, secondary and tertiary.</p> <p>Ongoing support to district level PBIS Coaches.</p> <p>Oversee district level data collection, management and analysis.</p> <p>Train and provide ongoing technical and data analysis support to staff who use school-wide data collection systems</p> <p>Train and provide ongoing technical and data analysis support to staff who use secondary tier data collection systems</p> <p>Collect and monitor school and district databases to track and analyze student behavioral data including office discipline referrals, suspensions, team implementation, and coach assessment of schoolwide implementation</p> <p>Develop collaboration with multiple district departments and initiatives including True Success, diversity and cultural competency, classroom management, specialized behavioral interventions, and data warehousing and support</p> <p>Participate in regional leadership conferences and meetings.</p> <p>Ongoing coaching of school-based PBIS teams.</p> <p>SEE MEGS for Costs</p>	Policy and Process, Teacher Collaboration, Behavioral Support Program, Direct Instruction, Technology, Academic Support Program, Parent Involvement	Tier 2	Monitor	08/25/2020	06/04/2021	\$3609	PBIS Coordinator, Building Principals, Teaching Staff

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Kenowa Hills Public Schools

MACUL Conference	A group of teachers will attend the annual MACUL conference in Detroit in 2021. This conference helps our teachers see education from a future technologies view. This professional development opportunity will enable our teachers to learn ways to integrate technology and the MItech standards into their curriculum.	Career Preparation /Orientation , Curriculum Development, Direct Instruction, Technology , Academic Support Program	Tier 1	Implement	03/11/2021	03/12/2021	\$2548	Teaching Staff and Technology Department Staff
MTSS Coordinator - Title IV	Under the direction of the PBIS Manager, the PBIS Coordinator/Coach will be responsible for the overall management of the Positive Behavioral Interventions and Supports program including providing training and technical assistance to school teams and PBIS Coaches to maintain and develop school-wide PBIS systems. Facilitate sustainability and expansion of PBIS practices district-wide. Provide and/or facilitate quality training at all three tiers of PBIS: universal, secondary and tertiary. Ongoing support to district level PBIS Coaches. Oversee district level data collection, management and analysis. Train and provide ongoing technical and data analysis support to staff who use school-wide data collection systems Train and provide ongoing technical and data analysis support to staff who use secondary tier data collection systems Collect and monitor school and district databases to track and analyze student behavioral data including office discipline referrals, suspensions, team implementation, and coach assessment of schoolwide implementation Develop collaboration with multiple district departments and initiatives including True Success, diversity and cultural competency, classroom management, specialized behavioral interventions, and data warehousing and support Participate in regional leadership conferences and meetings. Ongoing coaching of school-based PBIS teams.  SEE MEGS for Costs	Policy and Process, Behavioral Support Program, Professional Learning, Parent Involvement, Academic Support Program	Tier 2	Implement	08/25/2020	06/04/2021	\$3609	MTSS Coordinator , principals and building staff

**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

<p>MTSS Coordinator - Title IV</p>	<p>The MTSS Coordinator/Coach will be responsible for the overall management of the Academic and Behavioral Interventions and Supports program including providing training and technical assistance to school teams and PBIS Coaches to maintain and develop school-wide PBIS systems. Facilitate sustainability and expansion of MTSS practices district-wide.          Provide and/or facilitate quality training at all three tiers of PBIS: universal, secondary and tertiary. Ongoing support to district level PBIS Coaches. Oversee district level data collection, management and analysis.          Train and provide ongoing technical and data analysis support to staff who use school-wide data collection systems          Train and provide ongoing technical and data analysis support to staff who use secondary tier data collection systems          Collect and monitor school and district databases to track and analyze student behavioral data including office discipline referrals, suspensions, team implementation, and coach assessment of school wide implementation          Develop collaboration with multiple district departments and initiatives including True Success, diversity and cultural competency, classroom management, specialized behavioral interventions, and data warehousing and support          Participate in regional leadership conferences and meetings.          Ongoing coaching of school-based PBIS teams.</p> <p>SEE MEGS for Costs</p>	<p>Teacher Collaboration, Career Preparation /Orientation, Technology, Academic Support Program, Parent Involvement</p>	<p>Tier 2</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$3609</p>	<p>MTSS Coordinator, Building Principals and Teaching Staff</p>
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**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

<p>MTSS Coordinator - Title IV</p>	<p>The MTSS Coordinator/Coach will be responsible for the overall management of the Academic and Positive Behavioral Interventions and Supports program including providing training and technical assistance to school teams and PBIS Coaches to maintain and develop school-wide PBIS systems. Facilitate sustainability and expansion of PBIS practices district-wide.                  Provide and/or facilitate quality training at all three tiers of PBIS: universal, secondary and tertiary. Ongoing support to district level PBIS Coaches. Oversee district level data collection, management and analysis.                  Train and provide ongoing technical and data analysis support to staff who use school-wide data collection systems                  Train and provide ongoing technical and data analysis support to staff who use secondary tier data collection systems                  Collect and monitor school and district databases to track and analyze student behavioral data including office discipline referrals, suspensions, team implementation, and coach assessment of schoolwide implementation                  Develop collaboration with multiple district departments and initiatives including True Success, diversity and cultural competency, classroom management, specialized behavioral interventions, and data warehousing and support                  Participate in regional leadership conferences and meetings.                  Ongoing coaching of school-based PBIS teams.</p> <p>SEE MEGS for Costs</p>	<p>Policy and Process, Behavioral Support Program, Direct Instruction, Professional Learning, Technology, Parent Involvement, Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$3609</p>	<p>High School Counselor and High School Principal</p>
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**Title III**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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2019-20 District Improvement Plan for 2020-21 School Year

Kenowa Hills Public Schools

<p>English Learner Supplemental Support - Title III</p>	<p>Our Title III program resources will be utilized to deliver supplemental classroom support to our English Learner students. Student achievement data (CNA) suggests significant achievement gaps exist with our EL students. The intent of this activity is to provide targeted, research based, supplemental support and services to our EL students. This will be accomplished by:                      -Contracted certified EL staff to provide direct service to qualifying EL students. At the elementary level, this service will be provided by a combination of pull out and push in support. At the secondary level, this service will be provided through a designated course students are enrolled in as well as time set aside for intervention.                      -A part-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) will work with English Learners in the classroom at the secondary level (time is split between the high school and middle school based on student need).                      -A full-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) will work with English Learners in the classroom at the elementary level.                      -Professional development for EL staff related to best practices for EL students.                      -Materials needed to enhance instruction.                      -Parent nights to provide parents with information on how to assist their child's learning and connect our EL families to other resources in the community.</p> <p>*SEE MEGS for total cost</p>	<p>Teacher Collaboration, Technology, Parent Involvement, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$3281</p>	<p>English Learner Staff and Title III Coordinator</p>
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2019-20 District Improvement Plan for 2020-21 School Year

Kenowa Hills Public Schools

<p>English Learner Supplemental Support - Title III</p>	<p>Our Title III program resources will be utilized to deliver supplemental classroom support to our English Learner students. Student achievement data (CNA) suggests significant achievement gaps exist with our EL students. The intent of this activity is to provide targeted, research based, supplemental support and services to our EL students. This will be accomplished by:                      -Contracted certified EL staff to provide direct service to qualifying EL students. At the elementary level, this service will be provided by a combination of pull out and push in support. At the secondary level, this service will be provided through a designated course students are enrolled in as well as time set aside for intervention.                      -A part-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) will work with English Learners in the classroom at the secondary level (time is split between the high school and middle school based on student need).                      -A full-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) will work with English Learners in the classroom at the elementary level.                      -Professional development for EL staff related to best practices for EL students.                      -Materials needed to enhance instruction.                      -Parent nights to provide parents with information on how to assist their child's learning and connect our EL families to other resources in the community.</p> <p>*SEE MEGS for total cost</p>	<p>Teacher Collaboration, Behavioral Support Program, Technology , Academic Support Program, Parent Involvement</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$3281</p>	<p>English Learner Staff and Title III Coordinator</p>
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**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

<p>English Learner Supplemental Support - Title III</p>	<p>Our Title III program resources will be utilized to deliver supplemental classroom support to our English Learner students. Student achievement data (CNA) suggests significant achievement gaps exist with our EL students. The intent of this activity is to provide targeted, research based, supplemental support and services to our EL students. This will be accomplished by:                      -Contracted certified EL staff to provide direct service to qualifying EL students. At the elementary level, this service will be provided by a combination of pull out and push in support. At the secondary level, this service will be provided through a designated course students are enrolled in as well as time set aside for intervention.                      -A part-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) will work with English Learners in the classroom at the secondary level (time is split between the high school and middle school based on student need).                      -A full-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) will work with English Learners in the classroom at the elementary level.                      -Professional development for EL staff related to best practices for EL students.                      -Materials needed to enhance instruction.                      -Parent nights to provide parents with information on how to assist their child's learning and connect our EL families to other resources in the community.</p> <p>*SEE MEGS for total cost</p>	<p>Teacher Collaboration, Direct Instruction, Technology, Parent Involvement, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$3281</p>	<p>English Learner Staff and Title III Coordinator</p>
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**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

<p>English Learner Supplemental Support - Title III</p>	<p>Our Title III program resources will be utilized to deliver supplemental classroom support to our English Learner students. Student achievement data (CNA) suggests significant achievement gaps exist with our EL students. The intent of this activity is to provide targeted, research based, supplemental support and services to our EL students. This will be accomplished by:                      -Contracted certified EL staff to provide direct service to qualifying EL students. At the elementary level, this service will be provided by a combination of pull out and push in support. At the secondary level, this service will be provided through a designated course students are enrolled in as well as time set aside for intervention.                      -A part-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) will work with English Learners in the classroom at the secondary level (time is split between the high school and middle school based on student need).                      -A full-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) will work with English Learners in the classroom at the elementary level.                      -Professional development for EL staff related to best practices for EL students.                      -Materials needed to enhance instruction.                      -Parent nights to provide parents with information on how to assist their child's learning and connect our EL families to other resources in the community.</p> <p>*SEE MEGS for total cost</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$3281</p>	<p>English Learner Staff and Title III Coordinator</p>
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**Title V Part A-C**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

MACUL Conference	A group of teachers will attend the annual MACUL conference in Grand Rapids in 2020. This conference helps our teachers see education from a future technologies view. This professional development opportunity will enable our teachers to learn ways to integrate technology and the MItech standards into their curriculum.	Career Preparation /Orientation, Curriculum Development, Direct Instruction, Professional Learning, Technology, Academic Support Program	Tier 1	Implement	03/11/2021	03/12/2021	\$2548	Teaching Staff
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**Other**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Essential Instructional Practices in Early Literacy	Our CNA shows gaps in reading with our subgroups. To improve reading achievement and reach a goal of all students reading by grade 3. KHPS has implemented a literacy coaching model that has all KHPS K-3 teaching staff receiving professional development related to the Essential Instructional Practices in Early Literacy. Each instructional coach spends time in classrooms and with teachers during PLC time to ensure that these researched instructional practices are implemented at the Tier 1 level.  KHPS also offers K-3 after school tutoring with transportation to students reading below grade level.	Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology, Parent Involvement	Tier 1	Implement	08/25/2020	06/04/2021	\$34000	K-5 teaching staff and instructional coaches

**Title I Part A**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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2019-20 District Improvement Plan for 2020-21 School Year

Kenowa Hills Public Schools

<p>Tier II Academic Intervention Specialists - Title I Part A</p>	<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTS. Our CNA shows gaps in subgroups' achievement. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>*SEE MEGS for total costs</p>	<p>Teacher Collaboration, Direct Instruction, Technology, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$115561</p>	<p>Academic Intervention Specialists, Principals, and Director of Curriculum and Instruction.</p>
<p>Parent and Family Engagement - Title I Part A</p>	<p>Parent and family engagement at KHPS is a high priority. Parent and family engagement activities include: KHPS website, newsletters, school messenger, facilities study teams, district and school improvement teams, PTOs, Band Boosters, EL family nights, open houses, curriculum nights, parent/teacher conferences, Watch Dog programs at K-8 buildings, Reading Literacy Nights, board meetings, and internet based curriculum to use at home with students. Specific parent involvement activities for our Migrant and EL students are:                      -At least two parent nights will be held during the school year. At these meetings, essential ELA and math curriculum components will be shared with families. In addition, parents will be given strategies to assist in developing their child's reading, writing, speaking and math skills at home.                      -A variety of important school information and parent tips will be shared in order to assist parents in preparing their child for school and specific events.</p> <p>*SEE MEGS for total cost</p>	<p>Parent Involvement</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$0</p>	<p>Instructional Staff and Administrators</p>

**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

<p>Tier II Academic Intervention Specialists - Title I Part A</p>	<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTs. Our CNA shows gaps in subgroups' achievement. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>*SEE MEGS for total costs</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$115561</p>	<p>Academic Intervention Specialists, Elementary Principals, and Director of Curriculum and Instruction.</p>
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**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

Instructional Coaching (K-12) Title IA/31a	<p>Instructional Coaches will organize and implement Classroom Learning Labs (CLL) to support teachers professional development. Instructional Coaches will also support teachers with the Gradual Release of Responsibility Instructional Framework. The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. Like surgical theaters where doctors observe actual operations in progress to hone their techniques, the lab classroom provides an authentic opportunity for colleagues to see ideas in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving.</p> <p>Our instructional coaches also work collaboratively with teachers on an individual basis to improve Tier I instruction (GRR Model).</p> <p>In addition, the elementary coaches will collaborate with our K-3 staff to keep a focus on our goal of having all students reading at level by grade 3. The coaches will coach teachers with Tier I literacy interventions to help meet the needs of all students during Tier I instruction.</p> <p>*SEE MEGS for total costs</p>	Teacher Collaboration, Curriculum Development, Professional Learning, Technology	Tier 1	Monitor	08/25/2020	06/04/2021	\$177165	Instructional Coaches, Administrators and Teaching Staff
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2019-20 District Improvement Plan for 2020-21 School Year

Kenowa Hills Public Schools

<p>Tier II Academic Intervention Specialists - Title I Part A</p>	<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTS. Our CNA shows gaps in subgroups' achievement. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>*SEE MEGS for total costs</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$115561</p>	<p>Academic Intervention Specialists, Elementary Principals, and Director of Curriculum and Instruction</p>
<p>Parent and Family Engagement - Title I Part A</p>	<p>Parent and family engagement at KHPS is a high priority. Parent and family engagement activities include: KHPS website, newsletters, school messenger, facilities study teams, district and school improvement teams, PTOs, Band Boosters, EL family nights, open houses, curriculum nights, parent/teacher conferences, Watch Dog programs at K-8 buildings, Reading Literacy Nights, board meetings, and internet based curriculum to use at home with students. Specific parent involvement activities for our Migrant and EL students are:                      -At least two parent nights will be held during the school year. At these meetings, essential ELA and math curriculum components will be shared with families. In addition, parents will be given strategies to assist in developing their child's reading, writing, speaking and math skills at home.                      -A variety of important school information and parent tips will be shared in order to assist parents in preparing their child for school and specific events.</p> <p>*SEE MEGS for total cost</p>	<p>Materials, Teacher Collaboration, Supplemental Materials, Community Engagement, Parent Involvement</p>	<p>Tier 1</p>	<p>Evaluate</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$0</p>	<p>District Staff and Administrators</p>

**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

<p>McKinney Vento Supports and Services - Title I Part A</p>	<p>Our district has reserved money from our Title I Part A allocation for students qualifying for McKinney Vento Services. McKinney Vento student needs include school of origin transportation, clothing, food, school fees, school and personal supplies, counseling if needed, Title I services if needed, and tutoring and/or summer school if needed so students have everything they need to be successful in school.</p> <p>*SEE MEGS for total cost</p>	<p>Materials, Other, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$5305</p>	<p>McKinney Vento Building and District Liaisons and Teaching Staff</p>
<p>Instructional Coaching (K-12) Title IA/31A</p>	<p>Instructional Coaches will organize and implement Classroom Learning Labs (CLL) to support teachers professional development. Instructional Coaches will also support teachers with the Gradual Release of Responsibility Instructional Framework. The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. Like surgical theaters where doctors observe actual operations in progress to hone their techniques, the lab classroom provides an authentic opportunity for colleagues to see ideas in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving.</p> <p>Our instructional coaches also work collaboratively with teachers on an individual basis to improve Tier I instruction (GRR Model).</p> <p>In addition, the elementary coaches will collaborate with our K-3 staff to keep a focus on our goal of having all students reading at level by grade 3. The coaches will coach teachers with Tier I literacy interventions to help meet the needs of all students during Tier I instruction.</p> <p>*SEE MEGS for total costs</p>	<p>Teacher Collaboration, Supplemental Materials, Curriculum Development, Direct Instruction, Professional Learning, Technology, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$15515</p>	<p>Instructional Coaches, Administrators and Teaching Staff</p>

2019-20 District Improvement Plan for 2020-21 School Year

Kenowa Hills Public Schools

<p>Tier II Academic Intervention Specialists - Title I Part A</p>	<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTS. Our CNA shows gaps in subgroups' achievement. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>*SEE MEGS for total costs</p>	<p>Teacher Collaboration, Direct Instruction, Technology, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$115561</p>	<p>Academic Intervention Specialists, Elementary Principals, and Director of Curriculum and Instruction</p>
<p>Parent and Family Engagement - Title I Part A</p>	<p>Parent and family engagement at KHPS is a high priority. Parent and family engagement activities include: KHPS website, newsletters, school messenger, facilities study teams, district and school improvement teams, PTOs, Band Boosters, EL family nights, open houses, curriculum nights, parent/teacher conferences, Watch Dog programs at K-8 buildings, Reading Literacy Nights, board meetings, and internet based curriculum to use at home with students. Specific parent involvement activities for our Migrant and EL students are:                      -At least two parent nights will be held during the school year. At these meetings, essential ELA and math curriculum components will be shared with families. In addition, parents will be given strategies to assist in developing their child's reading, writing, speaking and math skills at home.                      -A variety of important school information and parent tips will be shared in order to assist parents in preparing their child for school and specific events.</p> <p>*SEE MEGS for total cost</p>	<p>Community Engagement, Parent Involvement</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$1278</p>	<p>District Staff and Administrators</p>

**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

<p>Instructional Coaching (K-12)</p>	<p>Instructional Coaches will organize and implement Classroom Learning Labs (CLL) to support teachers professional development. Instructional Coaches will also support teachers with the Gradual Release of Responsibility Instructional Framework. The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. Like surgical theaters where doctors observe actual operations in progress to hone their techniques, the lab classroom provides an authentic opportunity for colleagues to see ideas in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving.</p> <p>Our instructional coaches also work collaboratively with teachers on an individual basis to improve Tier I instruction (GRR Model).</p> <p>In addition, the elementary coaches will collaborate with our K-3 staff to keep a focus on our goal of having all students reading at level by grade 3. The coaches will coach teachers with Tier I literacy interventions to help meet the needs of all students during Tier I instruction.</p> <p>*SEE MEGS for total costs</p>	<p>Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$177165</p>	<p>Instructional Coaches, Teaching Staff and Administrators</p>
<p>McKinney-Vento Supports and Services - Title I Part A</p>	<p>Our district has reserved money from our Title I Part A allocation for students qualifying for McKinney Vento Services. McKinney Vento student needs include school of origin transportation, clothing, food, school fees, school and personal supplies, counseling if needed, Title I services if needed, and tutoring and/or summer school if needed so students have everything they need to be successful in school.</p> <p>*SEE MEGS for total cost</p>	<p>Materials, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$4922</p>	<p>District and Building McKinney-Vento Liaisons and Teaching Staff</p>

**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

<p>McKinney-Vento Supports and Services - Title I Part A</p>	<p>Our district has reserved money from our Title I Part A allocation for students qualifying for McKinney Vento Services. McKinney Vento student needs include school of origin transportation, clothing, food, school fees, school and personal supplies, counseling if needed, Title I services if needed, and tutoring and/or summer school if needed so students have everything they need to be successful in school.</p> <p>*SEE MEGS for total cost</p>	<p>Materials, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$5305</p>	<p>District and Building McKinney-Vento Liaisons and Teaching Staff</p>
<p>Instructional Coaching (K-12) Title IA/31a</p>	<p>Instructional Coaches will organize and implement Classroom Learning Labs (CLL) to support teachers professional development. Instructional Coaches will also support teachers with the Gradual Release of Responsibility Instructional Framework. The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. Like surgical theaters where doctors observe actual operations in progress to hone their techniques, the lab classroom provides an authentic opportunity for colleagues to see ideas in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving.</p> <p>Our instructional coaches also work collaboratively with teachers on an individual basis to improve Tier I instruction (GRR Model).</p> <p>In addition, the elementary coaches will collaborate with our K-3 staff to keep a focus on our goal of having all students reading at level by grade 3. The coaches will coach teachers with Tier I literacy interventions to help meet the needs of all students during Tier I instruction.</p> <p>*SEE MEGS for total costs</p>	<p>Teacher Collaboration, Direct Instruction, Professional Learning, Technology, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$0</p>	<p>Instructional Coaches, Administrators and Teaching Staff</p>

**2019-20 District Improvement Plan for 2020-21 School Year**

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McKinney-Vento Supports and Services - Title I Part A	Our district has reserved money from our Title I Part A allocation for students qualifying for McKinney Vento Services. McKinney Vento student needs include school of origin transportation, clothing, food, school fees, school and personal supplies, counseling if needed, Title I services if needed, and tutoring and/or summer school if needed so students have everything they need to be successful in school.  *SEE MEGS for total cost	Teacher Collaboration, Behavioral Support Program, Supplemental Materials, Technology, Academic Support Program	Tier 2	Monitor	08/25/2020	06/04/2021	\$5305	District and Building McKinney-Vento coordinators/liasons
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**General Fund**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Habits of Mind SEL Program	The Middle School is implementing the "Habits of Mind" of work and life related skills. The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome. This strategy fits in Level 1 of Safe & Orderly Environment in Marzano's High Reliability Framework for Schools.	Policy and Process, Career Preparation /Orientation, Behavioral Support Program, Professional Learning, Academic Support Program	Tier 1	Implement	08/25/2020	06/04/2021	\$300	MS Administrators, instructional coaches and all building staff
Diversity, Equity and Inclusion PD	Professional Development for staff	Policy and Process, Teacher Collaboration, Professional Learning, Technology	Tier 1	Getting Ready	08/19/2020	06/04/2021	\$0	Administrators and building staff

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K-12 Essential Standards	In 2018-19, teams of teachers representing PreK-12 classes went through a protocol with our competency-based education coach to determine essential standards for the core subject areas. Substitutes replace teachers so they are able to meet in K-12 curriculum teams to determine and align essential standards. In 2020-21, our elective course teachers will use the same protocol with our competency-based coach to define essential standards for their classes. All essential standards will be defined by June 2021. The next step in the work will be to create competencies for each grade and course.	Policy and Process, Teacher Collaboration, Curriculum Development, Technology	Tier 1	Implement	08/25/2020	06/04/2021	\$1000	Administrators, Coaches, Building School Improvement Chairs, Elementary Grade Level Chairs, Secondary Department Chairs
Learning Labs	The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. The lab classroom provides an authentic opportunity for colleagues to see highly effective instruction in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving. In 2019-20 the focus of classroom learning labs will be examples of personal mastery in the classroom. This also includes school climate, our instructional model, focus on essential standards and assessments, which are all part of our buildings personal mastery action plans. In 2020-21 coaches will be looking for innovative ways to do learning labs without teachers having to be out of their classrooms.	Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Monitor	08/25/2020	06/04/2021	\$1250	Instructional Coaches, PreK-12 Teaching Staff and Administrators
K-12 21st Century Report Card and Transcript Teams	In 2020-21 report card teams of teacher leaders and administrators will be created to review our KHPS reporting process and transcripts. There will be a grades K-5 team and a grades 6-12 team. These teams will be working on the High Reliability Schools Framework Level 5: Competency-Based Education. The goal of the teams will to create a transparent reporting system for all stakeholders that focuses on what academic standards a student has mastered along with career ready skills being reported separately.	Policy and Process, Community Engagement, Technology, Academic Support Program	Tier 1	Getting Ready	08/25/2020	06/04/2021	\$500	Teacher leaders and administrators

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Middle School Scheduler	Kenowa Hills Middle School has implemented a program to help schedule students for additional academic intervention or enrichment called Flex Scheduler. The Middle School is on trimesters and wants to offer more student choice in courses. New course offerings include Environmental Studies, Odyssey of the Mind, Yoga, Spanish, Virtual Reality Cultural Studies, History of Rock Music, and Technology and STEM. Schedules meeting student needs is Level 5: Personal Mastery; in the Hierarchy of High Reliability Schools Framework.	Academic Support Program	Tier 1	Implement	08/24/2020	06/04/2021	\$193	Middle School Principal and staff
Learning Management System (LMS)	In 2018-19 we had a group of 40 teacher implementing a new LMS called Canvas by Instructure. The early implementation team used Canvas throughout 2018-19 and provided feedback on areas of improvement and needs for future training. In August of 2019 the entire K-12 staff received training related to using Canvas as their new LMS. Canvas will support our teachers in personalizing learning for all students. This LMS will help support Marzano's High Reliability Schools Level 4: Standards-referenced reporting along with helping teachers personalize instruction for Level 5: Competency-based Education. In Spring 2019 when schools closed to COVID 19, Canvas was used as our LMS for students to access remote learning opportunities. Canvas will continue to be implemented by all staff in 20-21 as we expect a possible hybrid schedule or more online learning due to COVID-19	Curriculum Development, Professional Learning, Technology, Parent Involvement	Tier 1	Implement	08/25/2020	06/04/2021	\$7845	All K-12 Instructional and Administrative Staff
Learning Management System (LMS)	In 2018-19 we had a group of 40 teacher implementing a new LMS called Canvas by Instructure. The early implementation team used Canvas throughout 2018-19 and provided feedback on areas of improvement and needs for future training. In August of 2019 the entire K-12 staff received training related to using Canvas as their new LMS. Canvas will support our teachers in personalizing learning for all students. This LMS will help support Marzano's High Reliability Schools Level 4: Standards-referenced reporting along with helping teachers personalize instruction for Level 5: Competency-based Education. In Spring 2019 when schools closed to COVID 19, Canvas was used as our LMS for students to access remote learning opportunities. Canvas will continue to be implemented by all staff in 20-21 as we expect a possible hybrid schedule or more online learning due to COVID-19	Curriculum Development, Professional Learning, Technology, Parent Involvement	Tier 1	Monitor	08/01/2020	06/01/2021	\$7845	All K-12 Instructional and Administrative Staff.

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STEM Academy & Design Lab	In fall of 2016, KHPS implemented a STEM Academy class for 7th and 9th graders. The program has grown each year with refinements to the curriculum and learning environment. Content Teachers and STEM instructors are trained with our Kent Intermediate School District STEM Consultants. They have planned curriculum. Kenowa Hills Public Schools partnered with DeWys Manufacturing and Move Systems to create a state of the art learning experience location. The school will use a 3,324 sq.ft. space under the same roof as an advanced manufacturing company as a location for learning. In 2020-21 the courses will continue to expand with course offerings and additional STEM Lab equipment.	Materials, Teacher Collaboration, Career Preparation /Orientation, Curriculum Development, Direct Instruction, Professional Learning, Community Engagement, Technology	Tier 1	Monitor	08/25/2020	06/04/2021	\$15000	Kent ISD STEM consultants, STEM Academy teaching staff and administrators
KnowledgeWorks Personalized Learning Instructional Coaching and Professional Development	Coaching and professional development services facilitate our continued implementation of a personalized learning system of education. KnowledgeWorks Coaching services will include: 1)Professional development for Kenowa Hills Instructional Coaches surrounding personalized learning, 2) Strategic planning with the district improvement and school improvement teams. 3) Building and district level analyses and reports surrounding personalized learning implementation; including strengths and areas for continued growth. 4) Professional development for Kenowa Hills teacher leadership teams surrounding personalized learning and the continuous cycle of strategic planning. Each building and the district have created Personal Mastery Action Plans addressing the 5 levels of Marzano's High Reliability Schools. Personal Mastery Coaching is Level 5 in Marzano's Hierarchy of High Reliability Schools Framework.	Policy and Process, Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology, Parent Involvement	Tier 1	Monitor	08/25/2020	06/04/2021	\$2700	Personalized Learning Coach, PreK-12 Teaching Staff and Administrators
Online Learning PD for Teaching Staff	Online teaching and learning professional development for teaching staff.	Teacher Collaboration, Career Preparation /Orientation, Curriculum Development, Direct Instruction, Technology, Academic Support Program	Tier 1	Getting Ready	08/25/2020	06/04/2021	\$0	Teaching staff and administrators

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<p>Parent and Family Engagement - Title I Part A</p>	<p>Parent and family engagement at KHPS is a high priority. Parent and family engagement activities include: KHPS website, newsletters, school messenger, facilities study teams, district and school improvement teams, PTOs, Band Boosters, EL family nights, open houses, curriculum nights, parent/teacher conferences, Watch Dog programs at K-8 buildings, Reading Literacy Nights, board meetings, and internet based curriculum to use at home with students. Specific parent involvement activities for our Migrant and EL students are:                      -At least two parent nights will be held during the school year. At these meetings, essential ELA and math curriculum components will be shared with families. In addition, parents will be given strategies to assist in developing their child's reading, writing, speaking and math skills at home.                      -A variety of important school information and parent tips will be shared in order to assist parents in preparing their child for school and specific events.</p> <p>*SEE MEGS for total cost</p>	<p>Policy and Process, Materials, Teacher Collaboration, Supplemental Materials, Community Engagement, Technology, Academic Support Program, Parent Involvement</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$0</p>	<p>District Staff and Administrators</p>
<p>KnowledgeWorks Personalized Learning Instructional Coaching and Professional Development</p>	<p>Coaching and professional development services facilitate our continued implementation of a personalized learning system of education. KnowledgeWorks Coaching services will include:                      1) Professional development for Kenowa Hills Instructional Coaches surrounding personalized learning, 2) Strategic planning with the district improvement and school improvement teams. 3) Building and district level analyses and reports surrounding personalized learning implementation; including strengths and areas for continued growth. 4) Professional development for Kenowa Hills teacher leadership teams surrounding personalized learning and the continuous cycle of strategic planning. Each building and the district have created Personal Mastery Action Plans addressing the 5 levels of Marzano's High Reliability Schools. Personal Mastery Coaching is Level 5 in Marzano's Hierarchy of High Reliability Schools Framework.</p>	<p>Policy and Process, Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology, Parent Involvement</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$1250</p>	<p>Personal Mastery Coach, PreK-12 Teaching Staff, and Administrators</p>
<p>Online Learning PD for Teaching Staff</p>	<p>Online teaching and learning professional development for teaching staff.</p>	<p>Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/19/2020</p>	<p>06/04/2021</p>	<p>\$0</p>	<p>Administrators and teaching staff</p>

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Elementary Math Curriculum Implementation	Kenowa Hills Public Schools has been working on district math programming and materials. Our district CNA shows gaps in math achievement that we are addressing with professional development and research-based math instructional materials. In 2018-19 our grades 6-8 implemented Cengage Big Ideas Math Program to use as their main instructional materials. Also during 2018-19, our high school staff reviewed and researched math materials for high school courses. They also adopted the Cengage Big Ideas Math Program to implement in 2019-20 for algebra and geometry courses. Middle School and High School teachers will continue to receive math instruction training in this program during the 2019-20 school year. The K-5 staff study team came to consensus on Bridges Mathematics Program for 2020-21 implementation and PD.	Materials, Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology	Tier 1	Implement	08/20/2018	06/04/2021	\$180000	K-12 math teachers, assistant superintendent of curriculum and instruction and administrators
True Success SEL Program	True Success is an evidence-based social skills curriculum designed to unleash students' character potential. Classrooms use embedded lessons to engage students and teach positive behavior skills in a format that integrates with lessons in literacy and other core skills.	Behavioral Support Program, Academic Support Program	Tier 1	Monitor	08/25/2020	06/04/2021	\$11825	Administrators and Teaching Staff
K-12 Leadership Program	KHPS offers leadership growth for teachers in the KHPS Leadership Mentoring Program that includes mentoring and goal setting for teaching staff interested in being teacher or administrative leaders.	Professional Learning	Tier 1	Implement	08/25/2020	06/04/2021	\$0	Teachers and administrators
K-12 Essential Standards Leadership Teams	In 2018-19, teams of teachers representing PreK-12 classes went through a protocol with our competency-based education coach to determine essential standards for the core subject areas. Substitutes replace teachers so they are able to meet in K-12 curriculum teams to determine and align essential standards. In 2020-21, our elective course teachers will use the same protocol with our competency-based coach to define essential standards for their classes. All essential standards will be defined by June 2021. The next step in the work will be to create competencies for each grade and course.	Policy and Process, Curriculum Development, Technology	Tier 1	Evaluate	08/25/2020	06/04/2021	\$0	K-12 Teachers and Administrators

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<p>KnowledgeWorks Personalized Learning Instructional Coaching and Professional Development</p>	<p>Coaching and professional development services facilitate our continued implementation of a personalized learning system of education. KnowledgeWorks Coaching services will include: 1)Professional development for Kenowa Hills Instructional Coaches surrounding personalized learning, 2) Strategic planning with the district improvement and school improvement teams. 3) Building and district level analyses and reports surrounding personalized learning implementation; including strengths and areas for continued growth. 4) Professional development for Kenowa Hills teacher leadership teams surrounding personalized learning and the continuous cycle of strategic planning. Each building and the district have created Personal Mastery Action Plans addressing the 5 levels of Marzano's High Reliability Schools. Personal Mastery Coaching is Level 5 in Marzano's Hierarchy of High Reliability Schools Framework.</p>	<p>Policy and Process, Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology, Parent Involvement</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/01/2020</p>	<p>06/04/2021</p>	<p>\$1250</p>	<p>Personalized Learning Coach, PreK-12 Teaching Staff and Administrators</p>
<p>Elementary STEM Specialist Class</p>	<p>Our CNA data shows that we have a weakness in science scores at the elementary level. It was decided to try to incorporate more NGSS STEM materials into the elementary curriculum.</p> <p>Two K-5 STEM specialist teachers were hired and will engage in STEM related lessons during the school year which started in February 2018. Kent ISD STEM consultants worked with the specialist STEM staff and created lessons for them to use to integrate STEM into their weekly specialist classes. Each STEM teacher sees each PreK-5 classroom for 45 minutes per week for instruction. In 2020-21 the elementary STEM teachers will continue to get new STEM equipment for their program.</p>	<p>Materials, Teacher Collaboration, Supplemental Materials, Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$7875</p>	<p>K-5 STEM Teachers, Curriculum Director</p>
<p>Munetrix Data Collection and Evaluation</p>	<p>Munetrix will provide Kenowa Hills Public Schools training, tools, and processes to maintain compliance with ESSA state and federal program expectations with a focus on improving student achievement in the schools and district. The framework for this work includes (1) determining the current status of compliance via focusing on the CNA, and (2) utilizing process data and information to drive continuous improvement.</p>	<p>Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/24/2020</p>	<p>06/04/2021</p>	<p>\$1250</p>	<p>Principals, lead teachers and curriculum director</p>

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<p>Reading and Writing Workshop</p>	<p>Our K-12 ELA staff has been using the MAISA materials as the core materials used in their Reading and Writing Workshop instruction. These MAISA units are aligned with our State ELA standards.</p> <p>KHPS Instructional Coaches will continue to support ELA instruction in our district.</p> <p>Our K-12 ELA classrooms each have a classroom library for students to choose books at their interest level and reading level. We budget replacement costs for each classroom library along with a small budget for new books.</p> <p>Our K-3 teachers use Phonics First and Grammar units as a supplement to their MAISA reading and writing units.</p> <p>In 2020-21 a leadership team of teachers will research and evaluate new KK-12 ELA materials and programming available. This is part of a 5-year curriculum cycle review.</p>	<p>Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$12000</p>	<p>Grades PreK-12 ELA staff and administrators</p>
<p>K-12 Leadership Program</p>	<p>KHPS offers leadership growth for teachers when they participate in our KHPS Leadership Mentoring Program that includes mentoring and goal setting for teaching staff interested in being teacher or administrative leaders.</p>	<p>Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>12/17/2021</p>	<p>\$2500</p>	<p>Teachers, administrators and MASSP coach.</p>
<p>Competency-Based Personalized Learning On-Site Coach</p>	<p>In 2018-19 we employed a competency-based on-site year round coach to help us take the next steps in becoming a competency-based system of education. The resident CBE specialist will work with administrators, staff, parents, and the CBE Consortium to help us plan for our implementation of personal mastery. 2018-19 goals were to define our KHPS essential standards for ELA, Math, Social Studies and Science. In 2019-20 we continued this essential standards work with our courses. This activity falls under the Level 5 of the High Reliability Framework by Marzano Research. Defining essential standards is a prerequisite to writing competencies. 2020-21 will continue the work to complete essential standards for all content areas and to implement the KHPS Graduate Profile.</p>	<p>Teacher Collaboration, Direct Instruction, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/24/2020</p>	<p>06/04/2021</p>	<p>\$23750</p>	<p>Instructional Coaches, Personalized Learning Coach and Classroom Teachers</p>

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Learning Labs	The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. The lab classroom provides an authentic opportunity for colleagues to see highly effective instruction in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving. In 2020-21 the focus of classroom learning labs will be examples of personal mastery in the classroom. This also includes school climate, our instructional model, focus on essential standards and assessments, which are all part of our buildings personal mastery action plans. In 20-21 our instructional coaches will have to determine a new way to carry out classroom labs in innovative ways so teachers are not pulled from their classrooms to participate.	Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Monitor	08/25/2020	06/04/2021	\$0	Instructional Coaches, PreK-12 Teaching Staff and Administrators
Learning Management System (LMS)	In 2018-19 we had a group of 40 teacher implementing a new LMS called Canvas by Instructure. The early implementation team used Canvas throughout 2018-19 and provided feedback on areas of improvement and needs for future training. In August of 2019 the entire K-12 staff received training related to using Canvas as their new LMS. Canvas will support our teachers in personalizing learning for all students. This LMS will help support Marzano's High Reliability Schools Level 4: Standards-referenced reporting along with helping teachers personalize instruction for Level 5: Competency-based Education. In Spring 2019 when schools closed to COVID 19, Canvas was used as our LMS for students to access remote learning opportunities. Canvas will continue to be implemented by all staff in 20-21 as we expect a possible hybrid schedule or more online learning due to COVID-19	Curriculum Development, Professional Learning, Technology	Tier 1	Implement	08/25/2020	06/04/2021	\$7845	All K-12 Instructional and Administrative Staff.

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<p>KnowledgeWorks Personalized Learning Instructional Coaching and Professional Development</p>	<p>Coaching and professional development services facilitate our continued implementation of a personalized learning system of education. KnowledgeWorks Coaching services will include: 1) Professional development for Kenowa Hills Instructional Coaches surrounding personalized learning, 2) Strategic planning with the district improvement and school improvement teams. 3) Building and district level analyses and reports surrounding personalized learning implementation; including strengths and areas for continued growth. 4) Professional development for Kenowa Hills teacher leadership teams surrounding personalized learning and the continuous cycle of strategic planning. Each building and the district have created Personal Mastery Action Plans addressing the 5 levels of Marzano's High Reliability Schools. Personal Mastery Coaching is Level 5 in Marzano's Hierarchy of High Reliability Schools Framework.</p>	<p>Policy and Process, Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology, Parent Involvement</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$2700</p>	<p>Personalized Learning Coach, PreK-12 Teaching Staff and Administrators</p>
<p>Competency-Based Personalized Learning On-Site Coach</p>	<p>In 2018-19 we employed a competency-based on-site year round coach to help us take the next steps in becoming a competency-based system of education. The resident CBE specialist will work with administrators, staff, parents, and the CBE Consortium to help us plan for our implementation of personal mastery. 2018-19 goals were to define our KHPS essential standards for ELA, Math, Social Studies and Science. In 2019-20 we continued this essential standards work with our elective courses. This activity falls under the Level 5 of the High Reliability Framework by Marzano Research. Defining essential standards is a prerequisite to writing competencies. In 2020-21 continuing essential standards and work with our KHPS Graduate Profile will be the focus for staff.</p>	<p>Teacher Collaboration, Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$23750</p>	<p>Personalized Learning Coach, Instructional Coaches and Teaching Staff</p>
<p>Math Curriculum PD and Coaching</p>	<p>Elementary teaching staff will be implementing a new math program called Bridges Mathematics. PD to implement this program will be throughout the 2020-21 school year. Staff will also have coaching opportunities with our Kent Intermediate School District Mathematics Coach.</p>	<p>Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/19/2020</p>	<p>06/04/2021</p>	<p>\$2200</p>	<p>Administrators, teachers, Kent ISD math coach, Bridges training staff</p>

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K-12 Performance Assessment Team	KHPS started a Performance-Based Assessment Team of K-12 teacher leaders in 2018-19 to create performance assessments during professional development time with Jonathan Vander Els, a performance assessment expert. This assessment work is part of Level 3 of Marzano's High Reliability Schools Framework: Guaranteed and Viable Curriculum. Jonathan VanderEls will continue working with teams of teachers during the 2020-21 school year so that all staff will be trained in creating, administering and evaluating performance assessments written to assess essential standards.	Teacher Collaboration, Curriculum Development, Direct Instruction, Technology, Parent Involvement	Tier 1	Getting Ready	08/25/2020	06/04/2021	\$9550	Teachers, administrators and Jonathan VanderEls
Graduate Profile	True Success is an evidence-based social skills curriculum designed to unleash students' character potential. Classrooms use embedded lessons to engage students and teach positive behavior skills in a format that integrates with lessons in literacy and other core skills.	Policy and Process, Career Preparation /Orientation, Behavioral Support Program, Curriculum Development, Direct Instruction, Professional Learning, Academic Support Program	Tier 1	Implement	08/25/2020	06/04/2021	\$0	Administrators and Teaching Staff
K-12 Performance Assessment Team	KHPS started a Performance-Based Assessment Team of K-12 teacher leaders in 2018-19 to create performance assessments during professional development time with Jonathan Vander Els, a performance assessment expert. This assessment work is part of Level 3 of Marzano's High Reliability Schools Framework: Guaranteed and Viable Curriculum. Jonathan VanderEls will continue working with teams of teachers during the 2019-20 school year so that all staff will be trained in creating, administering and evaluating performance assessments written to assess essential standards by June 2021.	Teacher Collaboration, Curriculum Development, Professional Learning, Technology, Academic Support Program	Tier 1	Getting Ready	08/25/2020	06/04/2021	\$3750	Teachers, administrators, Jonathan VanderEls

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K-12 Essential Standards Leadership Teams	In 2018-19, teams of teachers representing PreK-12 classes went through a protocol with our competency-based education coach to determine essential standards for the core subject areas. Substitutes replace teachers so they are able to meet in K-12 curriculum teams to determine and align essential standards. In 2020-21, our elective course teachers will use the same protocol with our competency-based coach to define essential standards for their classes. All essential standards will be defined by June 2021. The next step in the work will be to create competencies for each grade and course.	Policy and Process, Materials, Teacher Collaboration, Curriculum Development, Direct Instruction, Technology	Tier 1	Monitor	08/25/2020	06/04/2021	\$0	K-12 Teachers and Administrators
STEM Academy & Design Lab	In fall of 2016, KHPS implemented a STEM Academy class for 7th and 9th graders. The program has grown each year with refinements to the curriculum and learning environment. Content Teachers and STEM instructors are trained with our Kent Intermediate School District STEM Consultants. They have planned curriculum. Kenowa Hills Public Schools partnered with DeWys Manufacturing and Move Systems to create a state of the art learning experience location. The school will use a 3,324 sq.ft. space under the same roof as an advanced manufacturing company as a location for learning. In 2020-21 the courses will continue to expand with course offerings and additional STEM Lab equipment.	Materials, Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology	Tier 1	Monitor	08/25/2020	06/04/2021	\$15000	STEM Teaching Staff and Administrators
Munetrix Collection and Evaluation of Data	Munetrix contracted services will provide Kenowa Hills Public Schools training, tools, and processes to maintain compliance with ESSA state and federal program expectations with a focus on improving student achievement in the schools and district. The framework for this work includes (1) determining the current status of compliance via focusing on the CNA, (2) follow-up guidance and support, and (3) utilizing process data and information to drive continuous improvement. Our CNA results show that principals need more professional development related to data evaluation.	Policy and Process, Professional Learning, Technology, Academic Support Program	Tier 1	Implement	08/25/2020	06/04/2021	\$1250	Principals, teacher leadership, curriculum director

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<p>Science Kits and Professional Development</p>	<p>The CNA shows that science scores are below the state average, so our teacher and administrator teams reviewed research-based science programs and materials that would align with the State standards (NGSS). The Foss Science Kits were chosen as we found them the most engaging and rigorous science instruction of the choices. The Foss Science Kits were implemented in Grades 3 and 5 in 2016-17, grades 2 and 4 in 2017-18 and grades K and 1 in 2018-19. Grades 6-8 in 2019-20. Grades 6-8 teachers will get additional science training in 2020-21.</p> <p>In 2019-20 KHPS grades 6-8 science teachers will implement the Foss Science Instruction at the Middle School. This will give us K-8 alignment in our science curriculum.</p>	<p>Materials, Curriculum Development, Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$67500</p>	<p>Foss Science Trainers, Grade K-8 Science Teaching Staff and Administrators</p>
<p>Competency-Based Personalized Learning On-Site Coach</p>	<p>In 2018-19 we employed a competency-based on-site year round coach to help us take the next steps in becoming a competency-based system of education. The resident CBE specialist will work with administrators, staff, parents, and the CBE Consortium to help us plan for our implementation of personal mastery. 2018-19 goals were to define our KHPS essential standards for ELA, Math, Social Studies and Science. In 2019-20 we will continue this essential standards work with our elective courses. This activity falls under the Level 5 of the High Reliability Framework by Marzano Research. Defining essential standards is a prerequisite to writing competencies. In 2020-21 essential standards will be completed by June 2021 for all courses. The KHPS graduate profile will continue to direct teacher professional development.</p>	<p>Teacher Collaboration, Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$23750</p>	<p>Personalized Learning Coach, Administrators, Teaching Staff</p>
<p>Engineering and Computer Science Courses</p>	<p>Michigan has new computer science standards released in 2018-19. KHPS understands the importance of our students being career and college ready upon graduation. Two new courses are being created to meet the needs of our students. Intro to Engineering Design and Computer Science Essentials will be offered as courses in 2019-20. The teacher of these courses is receiving professional development in the program Project Lead the Way. This professional development will help him create a relevant and rigorous curriculum for our new courses. In 2020-21 the computer science program will continue to expand to Middle School.</p>	<p>Materials, Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$16000</p>	<p>Teachers and administrators</p>

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Munetrix Collection and Evaluation of Data	Munetrix data hub will provide Kenowa Hills Public Schools training, tools, and processes to maintain compliance with ESSA state and federal program expectations with a focus on improving student achievement in the schools and district. The framework for this work includes (1) determining the current status of compliance via focusing on the CNA, (2) utilizing process data and information to drive continuous improvement.	Behavioral Support Program, Professional Learning, Technology, Academic Support Program	Tier 1	Implement	08/25/2020	06/04/2021	\$1250	Principals, lead teachers and curriculum director
Engineering and Computer Science Courses	Michigan has new computer science standards released in 2018-19. KHPS understands the importance of our students being career and college ready upon graduation. Two new courses are being created to meet the needs of our students. Intro to Engineering Design and Computer Science Essentials will be offered as courses in 2019-2021. The teacher of these courses is receiving professional development in the program Project Lead the Way. This professional development will help him create a relevant and rigorous curriculum for our new courses.	Materials, Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology	Tier 1	Implement	08/25/2020	06/04/2021	\$19500	Teachers and administrators
Online Learning PD for Teaching Staff	Online teaching and learning professional development for teaching staff.	Professional Learning, Technology	Tier 1	Getting Ready	08/19/2020	06/04/2021	\$0	Administrators and Teaching Staff
Diversity Inclusion Group - High School Students and Principal	Kenowa Hills High School has assembled a group of high school students to work with teachers and administrators.	Policy and Process, Career Preparation /Orientation, Behavioral Support Program, Academic Support Program	Tier 1	Getting Ready	08/25/2020	06/04/2021	\$0	Administrators, teachers and high school students
Online Learning PD for Teaching Staff	Online teaching and learning professional development for teaching staff.	Professional Learning, Technology	Tier 1	Getting Ready	08/19/2020	06/04/2021	\$0	Administrators and teaching staff
Media Center Reviews	Review media center materials to determine needs to meet all the areas of equity and diversity.	Materials, Behavioral Support Program, Academic Support Program	Tier 1		07/01/2020	07/01/2021	\$11000	Media Center Staff

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K-12 Leadership Program	KHPS offers leadership growth for teachers when they participate in our KHPS Leadership Mentoring Program that includes mentoring and goal setting for teaching staff interested in being teacher or administrative leaders. The participants also get experience leading by taking over for principals when they are out of the building.	Professional Learning, Technology	Tier 1	Implement	08/25/2020	06/04/2021	\$0	Teachers, administrators
Capturing Kids' Hearts	Capturing Kids' Hearts is an evidence-based program to provide strategy and training for all staff to achieve success in their classrooms. Capturing Kids' Hearts is an immersive, participatory experience. Teachers, staff, and administrators learn and practice skills including: How to build meaningful, productive relationships with every student, how to use the EXCEL Model of teaching to create a safe, effective environment for learning, how to develop self-managing, high-performing classrooms using team-building skills and a Social Contract, and high payoff techniques for dealing with conflict, negative behavior, and disrespect issues. This program is part of Level 1: Safe and Orderly Environment; Marzano's Hierarchy of High Reliability Schools. All KHPS staff will be involved in the Capturing Kids Hearts training in August 2019. A team of lead teachers and administrators called "Process Champion Team" will continue to reinforce and create activities associated with implementing Capturing Kids' Hearts.	Policy and Process, Teacher Collaboration, Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/25/2020	06/04/2021	\$0	Lead teachers on the Process Champions Building Teams, Administrators, all district staff.
K-12 Essential Standards Leadership Teams	In 2018-19, teams of teachers representing PreK-12 classes went through a protocol with our competency-based education coach to determine essential standards for the core subject areas. Substitutes replace teachers so they are able to meet in K-12 curriculum teams to determine and align essential standards. In 2020-21, our elective course teachers will use the same protocol with our competency-based coach to define essential standards for their classes. All essential standards will be defined by June 2021. The next step in the work will be to create competencies for each grade and course.	Policy and Process, Curriculum Development, Technology	Tier 1	Evaluate	08/25/2020	06/04/2021	\$1000	K-12 Teachers and Administrators

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Learning Labs	The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. The lab classroom provides an authentic opportunity for colleagues to see highly effective instruction in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving. In 2019-20 the focus of classroom learning labs will be examples of personal mastery in the classroom. This also includes school climate, our instructional model, focus on essential standards and assessments, which are all part of our buildings personal mastery action plans. 2020-21 will require flexibility with this process as we may use more videos than pulling teachers from classrooms due to a possible hybrid schedule.	Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Monitor	08/25/2020	06/04/2021	\$0	Instructional Coaches, PreK-12 Teaching Staff and Administrators
Munetrix Data Collection and Evaluation	Munetrix contracted services will provide Kenowa Hills Public Schools training, tools, and processes to maintain compliance with ESSA state and federal program expectations with a focus on improving student achievement in the schools and district. The framework for this work includes (1) determining the current status of compliance via focusing on the CNA, and (2) utilizing process data and information to drive continuous improvement.	Behavioral Support Program, Professional Learning, Technology, Academic Support Program	Tier 1	Implement	08/25/2020	06/04/2021	\$1250	Principals, lead teaching staff and curriculum director
K-12 Leadership Growth Opportunities	KHPS offers leadership growth for teachers when they participate in our KHPS Leadership Mentoring Program that includes mentoring and goal setting for teaching staff interested in being teacher leader or administrative leader. Teachers set a project leadership goal to complete and participate in mentoring from administrators along with helping with building administrator duties when administrators are not available.	Teacher Collaboration, Career Preparation /Orientation, Professional Learning	Tier 1	Implement	08/25/2020	12/17/2021	\$0	Administrators and Teacher Leaders

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<p>K-12 21st Century Report Card and Transcript Teams</p>	<p>In 2020-21 report card teams of teacher leaders and administrators will be created to review our KHPS reporting process and transcripts. There will be a grades K-5 team and a grades 6-12 team. These teams will be working on the High Reliability Schools Framework Level 5: Competency-Based Education. The goal of the teams will be to create a transparent reporting system for all stakeholders that focuses on what academic standards a student has mastered along with career ready skills being reported separately.</p>	<p>Policy and Process, Teacher Collaboration, Community Engagement, Technology, Academic Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$500</p>	<p>Teaching staff and administrators</p>
<p>Competency-Based Personalized Learning On-Site Coach</p>	<p>In 2018-19 we employed a competency-based on-site year round coach to help us take the next steps in becoming a competency-based system of education. The resident CBE specialist will work with administrators, staff, parents, and the CBE Consortium to help us plan for our implementation of personal mastery. 2018-19 goals were to define our KHPS essential standards for ELA, Math, Social Studies and Science. In 2019-20 we will continue this essential standards work with our elective courses. This activity falls under the Level 5 of the High Reliability Framework by Marzano Research. Defining essential standards is a prerequisite to writing competencies. In 2020-21 our work will continue with our KHPS Graduate Profile.</p>	<p>Teacher Collaboration, Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$23750</p>	<p>Personalized Learning Coach, Administrators, Teaching Staff</p>
<p>K-12 Performance Assessment Team</p>	<p>KHPS started a Performance-Based Assessment Team of K-12 teacher leaders in 2018-19 to create performance assessments during professional development time with Jonathan Vander Els, a performance assessment expert. This assessment work is part of Level 3 of Marzano's High Reliability Schools Framework: Guaranteed and Viable Curriculum. Jonathan VanderEls will continue working with teams of teachers during the 2019-20 school year cohort 2 and 3 of staff were trained in creating, administering and evaluating performance assessments written to assess essential standards. In 2020-21 the last two cohorts of teachers will be trained in performance assessment creation and implementation.</p>	<p>Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$9550</p>	<p>Teachers, administrators and Jonathan VanderEls</p>

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K-12 21st Century Report Card and Transcript Teams	In 2019-20 report card teams of teacher leaders and administrators will be created to review our KHPS reporting process and transcripts. There will be a grades K-5 team and a grades 6-12 team. These teams will be working on the High Reliability Schools Framework Level 5: Competency-Based Education. The goal of the teams will be to create a transparent reporting system for all stakeholders that focuses on what academic standards a student has mastered along with career ready skills being reported separately.	Policy and Process, Teacher Collaboration, Technology, Parent Involvement	Tier 1	Getting Ready	08/25/2020	06/04/2021	\$500	Teachers and administrators
Middle School Schedule	Kenowa Hills Middle School has implemented a program to help schedule students for additional academic intervention or enrichment called Flex Scheduler. The Middle School is moving to trimesters in 2019-20 to offer more student choice in courses. New course offerings include Environmental Studies, Odyssey of the Mind, Yoga, Spanish, Virtual Reality Cultural Studies, Technology and STEM. Funding includes start up costs for materials for the new courses. Schedules meeting student needs is Level 5: Personal Mastery; in the Hierarchy of High Reliability Schools Framework.	Technology, Academic Support Program	Tier 1	Implement	08/25/2020	06/04/2021	\$193	Middle School Principal and Staff
Trauma Informed Staff PD	Trauma Informed Professional Development for Staff	Behavioral Support Program, Professional Learning, Technology, Academic Support Program	Tier 1	Getting Ready	08/20/2020	06/04/2021	\$0	Trauma Informed Trainers and Teaching Staff

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Learning Labs	The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. The lab classroom provides an authentic opportunity for colleagues to see highly effective instruction in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving. In 2020-21 the focus of classroom learning labs will be examples of personal mastery in the classroom. This also includes school climate, our instructional model, focus on essential standards and assessments, which are all part of our buildings personal mastery action plans. Learning labs will be designed differently due to high needs for staff to not be out of their classrooms. One option is to video tape the sessions and share with other teachers.	Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology	Tier 1	Getting Ready	08/25/2020	06/04/2021	\$0	Grades PreK-12 Teaching Staff, Kent ISD Staff and Administrators
K-12 Performance Assessment Team	KHPS started a Performance-Based Assessment Team of K-12 teacher leaders in 2018-19 to create performance assessments during professional development time with Jonathan Vander Els, a performance assessment expert. This assessment work is part of Level 3 of Marzano's High Reliability Schools Framework: Guaranteed and Viable Curriculum. Jonathan VanderEls will continue working with teams of teachers during the 2019-20 school year so that all staff will be trained in creating, administering and evaluating performance assessments written to assess essential standards by June 2021.	Teacher Collaboration, Career Preparation /Orientation, Curriculum Development, Direct Instruction, Professional Learning, Technology, Parent Involvement, Academic Support Program	Tier 1	Implement	08/25/2020	06/04/2021	\$9550	Teacher leaders from K-12 and administrators

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<p>Learning Management System (LMS)</p>	<p>In 2018-19 we had a group of 40 teacher implementing a new LMS called Canvas by Instructure. The early implementation team used Canvas throughout 2018-19 and provided feedback on areas of improvement and needs for future training. In August of 2019 the entire K-12 staff will receive training related to using Canvas as their new LMS. Canvas will support our teachers in personalizing learning for all students. This LMS will help support Marzano's High Reliability Schools Level 4: Standards-referenced reporting along with helping teachers personalize instruction for Level 5: Competency-based Education. In 2020-21 our LMS will continue to be utilized for online instruction in a hybrid or online schedule due to COVID19</p>	<p>Curriculum Development, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$7845</p>	<p>All K-12 Instructional and Administrative Staff</p>
<p>K-12 21st Century Report Card and Transcript Teams</p>	<p>In 2020-21 report card teams of teacher leaders and administrators will be created to review our KHPS reporting process and transcripts. There will be a grades K-5 team and a grades 6-12 team. These teams will be working on the High Reliability Schools Framework Level 5: Competency-Based Education. The goal of the teams will to create a transparent reporting system for all stakeholders that focuses on what academic standards a student has mastered along with career ready skills being reported separately.</p>	<p>Policy and Process, Professional Learning, Technology, Parent Involvement</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$500</p>	<p>Teachers and administrators</p>
<p>Elementary STEM Specialist Class</p>	<p>Our CNA data shows that we have a weakness in science scores at the elementary level. It was decided to try to incorporate more NGSS STEM materials into the elementary curriculum.</p> <p>Two K-5 STEM specialist teachers were hired and will engage in STEM related lessons during the school year which started in February 2018. Kent ISD STEM consultants worked with the specialist STEM staff and created lessons for them to use to integrate STEM into their weekly specialist classes. Each STEM teacher sees each PreK-5 classroom for 45 minutes per week for instruction.</p>	<p>Teacher Collaboration, Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$7875</p>	<p>K-5 STEM teachers, curriculum director</p>

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Middle School Schedule	Kenowa Hills Middle School has implemented a program to help schedule students for additional academic intervention or enrichment called Flex Scheduler. The Middle School is moved to trimesters in 2019-20 to offer more student choice in courses. New course offerings include Environmental Studies, Odyssey of the Mind, Yoga, Spanish, Virtual Reality Cultural Studies, Technology and STEM. Funding includes start up costs for materials for the new courses. Schedules meeting student needs is Level 5: Personal Mastery; in the Hierarchy of High Reliability Schools Framework. More classes will be offered as choices in 2020-21.	Policy and Process, Teacher Collaboration, Curriculum Development, Direct Instruction, Technology, Academic Support Program	Tier 1	Implement	08/25/2020	06/04/2021	\$193	Middle school staff and administrators
Middle School Schedule	Kenowa Hills Middle School has implemented a program to help schedule students for additional academic intervention or enrichment called Flex Scheduler. The Middle School moved to trimesters in 2019-20 to offer more student choice in courses. New course offerings include Environmental Studies, Odyssey of the Mind, Yoga, Spanish, Virtual Reality Cultural Studies, Technology and STEM. Funding includes start up costs for materials for the new courses. Schedules meeting student needs is Level 5: Personal Mastery; in the Hierarchy of High Reliability Schools Framework.	Policy and Process, Teacher Collaboration, Curriculum Development, Direct Instruction, Technology, Academic Support Program	Tier 1	Implement	08/25/2020	06/04/2021	\$193	Middle school staff and administrators

**Section 31a**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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<p>Tier II Academic Intervention Specialists - Section 31a</p>	<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTs. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>This Tier II intervention includes Middle School classes provided by Math and ELA teachers giving Tier II math and ELA support. There will also be a class at the Middle School focusing on Habits of Mind. The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.</p> <p>At the elementary level, our physical education, music, art and Spanish teachers will be trained by our instructional coaches to work with K-3 reading interventions with students when they are not teaching their specialist class.</p> <p>SEE MEGS for Funding</p>	<p>Teacher Collaboration, Direct Instruction, Technology, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$1625</p>	<p>Academic Interventionists, Middle School Principal, Curriculum Director, Elementary Specialist Teachers</p>
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<p>Middle School Behavior Interventionist - Section 31a</p>	<p>The annual 31a needs assessment (for all students in the district) indicates a need for supplementary behavioral supports at the middle school. The middle school behavior interventionists will provide supplementary behavior interventions to students at the middle school who qualify for 31a services and require additional, supplementary behavioral supports. This staff member will utilize research-based behavior intervention strategies, including restorative justice techniques, in an effort to provide qualifying students with supplementary support.</p> <p>*SEE MEGS for costs</p>	<p>Teacher Collaboration, Behavioral Support Program, Technology</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$9750</p>	<p>Middle School Behavior Interventionist and Middle School Principal</p>
<p>High School At-Risk Counselor - Section 31a</p>	<p>The annual KHPS Section 31a needs assessment (for all students in the district) indicates a need for supplementary social and emotional support at the high school level. A plethora of research suggests that when schools fail to meet students' social and emotional needs, it restricts their access to the intended curriculum.</p> <p>The high school at-risk counselor will work with the population of students identified via the needs assessment who require supplemental social and emotional support. This counselor will not be involved in the traditional counseling duties (such as scheduling, college preparations, testing support). Instead, this employee will exclusively provide support above and beyond the supports that are already being provided by the general fund counselors. At-risk students serviced will include the McKinney Vento students.</p> <p>*SEE MEGS for costs</p>	<p>Behavioral Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$26500</p>	<p>High School At-Risk Counselor and High School Principal.</p>

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<p>Tier II College and Career Pathways - 31a</p>	<p>College and Career Pathway Exploration for students needing additional support in these areas. The stand-alone vocational courses into which high school students with lower academic achievement were often channeled are becoming a thing of the past. Instead, programs that merge CTE, rigorous academic coursework, and career exploration opportunities, while creating clear pathways through high school, college, and beyond, are gaining momentum. High schools are moving away from the stand-alone vocational courses of the past, into which students with lower academic achievement or perceived potential were often channeled. Many educators are now calling for approaches that link career-technical education, rigorous academic coursework, and experiences that show students the relevance of education to their future, while teaching them the academic and employability skills they need to be successful in both college and career. Our Kenowa Hills Pathways High School has a goal to achieve success for all our students.</p>	<p>Career Preparation /Orientation , Technology , Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$65000</p>	<p>Pathways High School Principal and Staff</p>
<p>KSSN Community School Support - Section 31a</p>	<p>Kent School Services Network (KSSN) brings health and human services into the school building to serve students and families. This idea is called a "community school."</p> <p>Placing services at school removes many barriers that families have, and helps keep students in class. When students are in class, they can keep learning and achieving.</p> <p>The goals of KSSN Staff:</p> <ul style="list-style-type: none"> <li>•Increase student achievement</li> <li>•Lower student absences</li> <li>•Improve coordination of services</li> <li>•Deliver health and human services as they are needed</li> </ul> <p>SEE MEGS for Cost</p>	<p>Teacher Collaboration, Behavioral Support Program, Community Engagement, Academic Support Program, Parent Involvement</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$4500</p>	<p>Building Staff, KSSN Staff and Building Principal</p>

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<p>Middle School Behavior Interventionist - Section 31a</p>	<p>The annual 31a needs assessment (for all students in the district) indicates a need for supplementary behavioral supports at the middle school. The middle school behavior interventionists will provide supplementary behavior interventions to students at the middle school who qualify for 31a services and require additional, supplementary behavioral supports. This staff member will utilize research-based behavior intervention strategies, including restorative justice techniques, in an effort to provide qualifying students with supplementary support.</p> <p>*SEE MEGS for costs</p>	<p>Teacher Collaboration, Behavioral Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$9750</p>	<p>Middle School Behavior Interventionist and Middle School Principal</p>
<p>Tier II College and Career Pathways - 31a</p>	<p>College and Career Pathway Exploration for students needing additional support in these areas. The stand-alone vocational courses into which high school students with lower academic achievement were often channeled are becoming a thing of the past. Instead, programs that merge CTE, rigorous academic coursework, and career exploration opportunities, while creating clear pathways through high school, college, and beyond, are gaining momentum. High schools are moving away from the stand-alone vocational courses of the past, into which students with lower academic achievement or perceived potential were often channeled. Many educators are now calling for approaches that link career-technical education, rigorous academic coursework, and experiences that show students the relevance of education to their future, while teaching them the academic and employability skills they need to be successful in both college and career. Our Kenowa Hills Pathways High School has a goal to achieve success for all our students.</p> <p>SEE MEGS for Costs</p>	<p>Career Preparation /Orientation , Technology , Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$65000</p>	<p>Pathways High School Principal and Staff</p>

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<p>Tier II Academic Intervention Specialists - Section 31a</p>	<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTS. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>When looking at CNA data, we find gaps in math instruction and lower growth in math on NWEA test results. This Tier II intervention includes Middle School classes provided by Math and ELA teachers giving Tier II math and ELA support.</p> <p>At the elementary level, our physical education, music, art and Spanish teachers will be trained by our instructional coaches to work with K-3 reading interventions with students when they are not teaching their specialist class.</p> <p>SEE MEGS for Funding</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$1625</p>	<p>Academic Interventionists, Principals, Curriculum Director, Elementary Specialist Teachers</p>
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<p>Instructional Coaching (K-12) Title IA/31A</p>	<p>Instructional Coaches will organize and implement Classroom Learning Labs (CLL) to support teachers professional development. Instructional Coaches will also support teachers with the Gradual Release of Responsibility Instructional Framework. The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. Like surgical theaters where doctors observe actual operations in progress to hone their techniques, the lab classroom provides an authentic opportunity for colleagues to see ideas in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving.</p> <p>Our instructional coaches also work collaboratively with teachers on an individual basis to improve Tier I instruction (GRR Model).</p> <p>In addition, the elementary coaches will collaborate with our K-3 staff to keep a focus on our goal of having all students reading at level by grade 3. The coaches will coach teachers with Tier I literacy interventions to help meet the needs of all students during Tier I instruction.</p> <p>*SEE MEGS for total costs</p>	<p>Teacher Collaboration, Supplemental Materials, Curriculum Development, Direct Instruction, Professional Learning, Technology, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$74867</p>	<p>Instructional Coaches, Administrators and Teaching Staff</p>
<p>KSSN Community School Support - Section 31a</p>	<p>Kent School Services Network (KSSN) brings health and human services into the school building to serve students and families. This idea is called a "community school."</p> <p>Placing services at school removes many barriers that families have, and helps keep students in class. When students are in class, they can keep learning and achieving.</p> <p>The goals of KSSN Staff:</p> <ul style="list-style-type: none"> <li>•Increase student achievement</li> <li>•Lower student absences</li> <li>•Improve coordination of services</li> <li>•Deliver health and human services as they are needed</li> </ul>	<p>Teacher Collaboration, Behavioral Support Program, Community Engagement, Technology, Academic Support Program, Parent Involvement</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$4500</p>	<p>KSSN Staff, Building Principal and Teaching Staff</p>

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<p>High School At-Risk Counselor - Section 31a</p>	<p>The annual KHPS Section 31a needs assessment (for all students in the district) indicates a need for supplementary social and emotional support at the high school level. A plethora of research suggests that when schools fail to meet students' social and emotional needs, it restricts their access to the intended curriculum.</p> <p>The high school at-risk counselor will work with the population of students identified via the needs assessment who require supplemental social and emotional support. This counselor will not be involved in the traditional counseling duties (such as scheduling, college preparations, testing support). Instead, this employee will exclusively provide support above and beyond the supports that are already being provided by the general fund counselors. At-risk students serviced will include the McKinney Vento students.</p> <p>*SEE MEGS for costs</p>	<p>Career Preparation /Orientation , Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$26500</p>	<p>High School At-Risk Counselor and High School Principal</p>
<p>KSSN Community School Support - Section 31a</p>	<p>Kent School Services Network (KSSN) brings health and human services into the school building to serve students and families. This idea is called a "community school."</p> <p>Placing services at school removes many barriers that families have, and helps keep students in class. When students are in class, they can keep learning and achieving.</p> <p>The goals of KSSN Staff:</p> <ul style="list-style-type: none"> <li>•Increase student achievement</li> <li>•Lower student absences</li> <li>•Improve coordination of services</li> <li>•Deliver health and human services as they are needed</li> </ul> <p>SEE MEGS for Cost</p>	<p>Behavioral Support Program, Community Engagement, Academic Support Program, Parent Involvement</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$4500</p>	<p>KSSN Staff and Teachers</p>

2019-20 District Improvement Plan for 2020-21 School Year

Kenowa Hills Public Schools

<p>Tier II College and Career Pathways - 31a</p>	<p>College and Career Pathway Exploration for students needing additional support in these areas. The stand-alone vocational courses into which high school students with lower academic achievement were often channeled are becoming a thing of the past. Instead, programs that merge CTE, rigorous academic coursework, and career exploration opportunities, while creating clear pathways through high school, college, and beyond, are gaining momentum. High schools are moving away from the stand-alone vocational courses of the past, into which students with lower academic achievement or perceived potential were often channeled. Many educators are now calling for approaches that link career-technical education, rigorous academic coursework, and experiences that show students the relevance of education to their future, while teaching them the academic and employability skills they need to be successful in both college and career. Our Kenowa Hills Pathways High School has a goal to achieve success for all our students.</p> <p>SEE MEGS for Cost</p>	<p>Career Preparation /Orientation , Technology , Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$65000</p>	<p>Pathways Principal and staff</p>
<p>High School At-Risk Counselor - Section 31a</p>	<p>The annual KHPS Section 31a needs assessment (for all students in the district) indicates a need for supplementary social and emotional support at the high school level. A plethora of research suggests that when schools fail to meet students' social and emotional needs, it restricts their access to the intended curriculum.</p> <p>The high school at-risk counselor will work with the population of students identified via the needs assessment who require supplemental social and emotional support. This counselor will not be involved in the traditional counseling duties (such as scheduling, college preparations, testing support). Instead, this employee will exclusively provide support above and beyond the supports that are already being provided by the general fund counselors. At-risk students serviced will include the McKinney Vento students.</p> <p>*SEE MEGS for costs</p>	<p>Teacher Collaboration, Career Preparation /Orientation , Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$26500</p>	<p>High School at-risk Counselor and High School Principal.</p>

**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

<p>Middle School Behavior Interventionist - Section 31a</p>	<p>The annual 31a needs assessment (for all students in the district) indicates a need for supplementary behavioral supports at the middle school. The middle school behavior interventionists will provide supplementary behavior interventions to students at the middle school who qualify for 31a services and require additional, supplementary behavioral supports. This staff member will utilize research-based behavior intervention strategies, including restorative justice techniques, in an effort to provide qualifying students with supplementary support.</p> <p>*SEE MEGS for costs</p>	<p>Behavioral Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$9750</p>	<p>Middle School Behavior Interventionist and Middle School Principal.</p>
<p>Middle School Behavior Interventionist - Section 31a</p>	<p>The annual 31a needs assessment (for all students in the district) indicates a need for supplementary behavioral supports at the middle school. The middle school behavior interventionists will provide supplementary behavior interventions to students at the middle school who qualify for 31a services and require additional, supplementary behavioral supports. This staff member will utilize research-based behavior intervention strategies, including restorative justice techniques, in an effort to provide qualifying students with supplementary support.</p> <p>*SEE MEGS for costs</p>	<p>Behavioral Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$9750</p>	<p>Middle School Behavior Interventionist and Middle School Principal</p>
<p>KSSN Community School Support - Section 31a</p>	<p>Kent School Services Network (KSSN) brings health and human services into the school building to serve students and families. This idea is called a "community school."</p> <p>Placing services at school removes many barriers that families have, and helps keep students in class. When students are in class, they can keep learning and achieving.</p> <p>The goals of KSSN Staff:</p> <ul style="list-style-type: none"> <li>•Increase student achievement</li> <li>•Lower student absences</li> <li>•Improve coordination of services</li> <li>•Deliver health and human services as they are needed</li> </ul> <p>SEE MEGS for Cost</p>	<p>Teacher Collaboration, Behavioral Support Program, Community Engagement, Academic Support Program, Parent Involvement</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$4500</p>	<p>Building staff, KSSN staff, and building principal</p>

2019-20 District Improvement Plan for 2020-21 School Year

Kenowa Hills Public Schools

<p>Tier II College and Career Pathways 31a</p>	<p>College and Career Pathway Exploration for students needing additional support in these areas. The stand-alone vocational courses into which high school students with lower academic achievement were often channeled are becoming a thing of the past. Instead, programs that merge CTE, rigorous academic coursework, and career exploration opportunities, while creating clear pathways through high school, college, and beyond, are gaining momentum. High schools are moving away from the stand-alone vocational courses of the past, into which students with lower academic achievement or perceived potential were often channeled. Many educators are now calling for approaches that link career-technical education, rigorous academic coursework, and experiences that show students the relevance of education to their future, while teaching them the academic and employability skills they need to be successful in both college and career. Our Kenowa Hills Pathways High School has a goal to achieve success for all our students.</p> <p>SEE MEGS for Costs</p>	<p>Teacher Collaboration, Career Preparation /Orientation, Technology, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$65000</p>	<p>Pathways High School Principal and Staff</p>
<p>AP Testing Fees Waiver - 31a</p>	<p>AP Fee waiver will be available to at-risk students.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>01/04/2021</p>	<p>05/28/2021</p>	<p>\$750</p>	<p>High school counselors and AP Teaching Staff</p>

**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

<p>Instructional Coaching (K-12)</p>	<p>Instructional Coaches will organize and implement Classroom Learning Labs (CLL) to support teachers professional development. Instructional Coaches will also support teachers with the Gradual Release of Responsibility Instructional Framework. The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. Like surgical theaters where doctors observe actual operations in progress to hone their techniques, the lab classroom provides an authentic opportunity for colleagues to see ideas in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving.</p> <p>Our instructional coaches also work collaboratively with teachers on an individual basis to improve Tier I instruction (GRR Model).</p> <p>In addition, the elementary coaches will collaborate with our K-3 staff to keep a focus on our goal of having all students reading at level by grade 3. The coaches will coach teachers with Tier I literacy interventions to help meet the needs of all students during Tier I instruction.</p> <p>*SEE MEGS for total costs</p>	<p>Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$74867</p>	<p>Instructional Coaches, Teaching Staff and Administrators</p>
<p>AP Fee Waiver - 31a</p>	<p>AP testing fee waiver would be applied to our HS at-risk students using 31a grant funds.</p>	<p>Career Preparation /Orientation , Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>01/04/2021</p>	<p>06/04/2021</p>	<p>\$750</p>	<p>High School principal and counselors</p>

2019-20 District Improvement Plan for 2020-21 School Year

Kenowa Hills Public Schools

<p>Tier II Academic Intervention Specialists - Section 31a</p>	<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTs. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>This Tier II intervention includes Middle School classes provided by Math and ELA teachers giving Tier II math and ELA support. There will also be a class at the Middle School focusing on Habits of Mind. The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.</p> <p>At the elementary level, our physical education, music, art and Spanish teachers will be trained by our instructional coaches to work with K-3 reading interventions with students when they are not teaching their specialist class.</p> <p>SEE MEGS for Funding</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$1625</p>	<p>K-12 Section 31a Academic Intervention Specialists, building Principals, and Director of Curriculum and Instruction</p>
<p>AP Testing Fees Waiver - 31a</p>	<p>At-Risk students will be able to get their AP testing fees waived.</p>	<p>Career Preparation /Orientation , Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>01/01/2021</p>	<p>05/14/2021</p>	<p>\$750</p>	<p>High School Principal and staff</p>

**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

High School At-Risk Counselor - Section 31a	<p>The annual KHPS Section 31a needs assessment (for all students in the district) indicates a need for supplementary social and emotional support at the high school level. A plethora of research suggests that when schools fail to meet students' social and emotional needs, it restricts their access to the intended curriculum.</p> <p>The high school at-risk counselor will work with the population of students identified via the needs assessment who require supplemental social and emotional support. This counselor will not be involved in the traditional counseling duties (such as scheduling, college preparations, testing support). Instead, this employee will exclusively provide support above and beyond the supports that are already being provided by the general fund counselors. At-risk students serviced will include the McKinney Vento students.</p> <p>*SEE MEGS for costs</p>	Career Preparation /Orientation , Behavioral Support Program	Tier 2	Monitor	08/25/2020	06/04/2021	\$26500	High School At-Risk Counselor and High School Principal
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2019-20 District Improvement Plan for 2020-21 School Year

Kenowa Hills Public Schools

<p>Tier II Academic Intervention Specialists - Section 31a</p>	<p>KHPS has adopted the Response to Intervention (Rti) framework as the MTTS. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>This Tier II intervention includes Middle School classes provided by Math and ELA teachers giving Tier II math and ELA support. There will also be a class at the Middle School focusing on Habits of Mind. The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.</p> <p>At the elementary level, our physical education, music, art and Spanish teachers will be trained by our instructional coaches to work with K-3 reading interventions with students when they are not teaching their specialist class.</p> <p>SEE MEGS for Funding</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$1625</p>	<p>Academic Interventionists, Middle School Principal, Curriculum Director</p>
<p>AP Testing Fees Waiver - 31a</p>	<p>AP Fee Waivers are available for at-risk students.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$750</p>	<p>High School Counselors and AP Teaching Staff</p>

**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

Instructional Coaching (K-12) Title IA/31a	<p>Instructional Coaches will organize and implement Classroom Learning Labs (CLL) to support teachers professional development. Instructional Coaches will also support teachers with the Gradual Release of Responsibility Instructional Framework. The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. Like surgical theaters where doctors observe actual operations in progress to hone their techniques, the lab classroom provides an authentic opportunity for colleagues to see ideas in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving.</p> <p>Our instructional coaches also work collaboratively with teachers on an individual basis to improve Tier I instruction (GRR Model).</p> <p>In addition, the elementary coaches will collaborate with our K-3 staff to keep a focus on our goal of having all students reading at level by grade 3. The coaches will coach teachers with Tier I literacy interventions to help meet the needs of all students during Tier I instruction.</p> <p>*SEE MEGS for total costs</p>	Teacher Collaboration, Direct Instruction, Professional Learning, Technology, Academic Support Program	Tier 1	Monitor	08/25/2020	06/04/2021	\$74867	Instructional Coaches, Administrators and Teaching Staff
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**No Funding Required**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

<p>Professional Learning Communities (PLC's)</p>	<p>Kenowa Hills will continue to promote and support the PLC model of collaboration and professional growth. Four guiding questions will guide KHPS PLC teams: 1) what curriculum do we want students to know; 2) how will we know when they have learned it; 3) how will we respond when students no not learn the intended curriculum; and 4) how will we respond when students already know the intended curriculum.</p> <p>KHPS will provide PLC time throughout the year on days or times students do not attend school. PLC teams are organized by grade level at the elementary level and department at the secondary level.</p>	<p>Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/04/2021</p>	<p>\$0</p>	<p>All KHPS Certified and Administrative Staff</p>
<p>Gradual Release of Responsibility (GRR) Instructional Model Professional Development</p>	<p>Our district vision is aligned with the Marzano High Reliability Schools Framework. The framework speaks to the need to have a research-based instructional model as an essential element of Level 2: Effective Teaching in Every Classroom. In 2020-21 our teachers will continue to receive professional development from our instructional coaches surrounding our district instructional model, Gradual Release of Responsibility (GRR). The 2020-21 goal is to have 100% of staff implementing highly effective collaborative learning activities in their classrooms. Teacher evaluations will continue to be based on teachers showing growth in the area of implementing the GRR instructional model. Staff professional development will involve "Classroom Learning Labs", Instructional Coaching, and Professional Learning Community times. Highly effective collaborative learning leads to higher order thinking skills which are essential for students to be college and career ready.</p>	<p>Teacher Collaboration, Career Preparation /Orientation, Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/01/2020</p>	<p>06/04/2021</p>	<p>\$0</p>	<p>All K-12 Instructional and Administrative Staff</p>

**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

<p>Gradual Release of Responsibility Instructional Model Implementation and Professional Development</p>	<p>Our district vision is aligned with the Marzano High Reliability Schools Framework. The framework speaks to the need to have a research-based instructional model as an essential element of Level 2: Effective Teaching in Every Classroom. In 2020-21 our teachers will continue to receive professional development from our instructional coaches surrounding our district instructional model, Gradual Release of Responsibility (GRR). The 2020-21 goal is to have 100% of staff implementing highly effective collaborative learning activities in their classrooms. Teacher evaluations will continue to be based on teachers showing growth in the area of implementing the GRR instructional model. Staff professional development will involve "Classroom Learning Labs", Instructional Coaching, and Professional Learning Community times. Highly effective collaborative learning leads to higher order thinking skills which are essential for students to be college and career ready.</p>	<p>Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$0</p>	<p>All K-12 Instructional and Administrative Staff</p>
<p>Professional Learning Communities (PLC's)</p>	<p>Kenowa Hills will continue to promote and support the Professional Learning Community model of collaboration and professional growth. Four guiding questions will guide KHPS PLC teams: 1) what curriculum do we want students to know; 2) how will we know when they have learned it; 3) how will we respond when students do not learn the intended curriculum; and 4) how will we respond when students already know the intended curriculum. Teacher collaboration around data is essential to student achievement.</p> <p>KHPS will provide regular PLC time throughout the school year. PLC teams are organized by grade level at the elementary level and department at the secondary level. The PLCs focus on data, curriculum standards and assessments.</p>	<p>Teacher Collaboration, Curriculum Development, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$0</p>	<p>All KHPS Certified and Administrative Staff</p>

**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

<p>Stakeholder Voice</p>	<p>High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop). Each building administers surveys to parents, staff and students to honor Stakeholder Voice. Each building has a feedback loop associated with sharing the survey results. Stakeholder voice and choice is Level 5 in the Hierarchy of High Reliability Schools Research.</p>	<p>Policy and Process, Teacher Collaboration, Community Engagement, Technology, Parent Involvement</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$0</p>	<p>All Kenowa Hills Staff and Administrators</p>
<p>Professional Learning Communities (PLC's)</p>	<p>Kenowa Hills will continue to promote and support the Professional Learning Community model of collaboration and professional growth. Four guiding questions will guide KHPS PLC teams: 1) what curriculum do we want students to know; 2) how will we know when they have learned it; 3) how will we respond when students do not learn the intended curriculum; and 4) how will we respond when students already know the intended curriculum. Teacher collaboration around data is essential to student achievement.</p> <p>KHPS will provide regular PLC time throughout the year using student dismissal times. PLC teams are organized by grade level at the elementary level and department at the secondary level. The PLCs focus on data, curriculum standards and assessments</p>	<p>Teacher Collaboration, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$0</p>	<p>All KHPS Certified and Administrative Staff</p>

**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

<p>Gradual Release of Responsibility (GRR) Instructional Model Implementation</p>	<p>Our district vision is aligned with the Marzano High Reliability Schools Framework. The framework speaks to the need to have a research-based instructional model as an essential element of Level 2: Effective Teaching in Every Classroom. In 2019-20 our teachers will continue to receive professional development from our instructional coaches surrounding our district instructional model, Gradual Release of Responsibility (GRR). The 2020-21 goal is to have 100% of staff implementing highly effective collaborative learning activities in their classrooms. Teacher evaluations will continue to be based on teachers showing growth in the area of implementing the GRR instructional model. Staff professional development will involve "Classroom Learning Labs", Instructional Coaching, and Professional Learning Community times. Highly effective collaborative learning leads to higher order thinking skills which are essential for students to be college and career ready.</p>	<p>Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$0</p>	<p>All K-12 Instructional and Administrative Staff</p>
<p>Stakeholder Voice</p>	<p>High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop). Each building administers surveys to parents, staff and students to honor Stakeholder Voice. Each building has a feedback loop associated with sharing the survey results. Stakeholder voice and choice is Level 5 in Marzano's Hierarchy of High Reliability Schools.</p>	<p>Policy and Process, Teacher Collaboration, Community Engagement, Technology, Parent Involvement</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/04/2021</p>	<p>\$0</p>	<p>All Kenowa Hills Staff and Administrators</p>

**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

<p>Professional Learning Communities (PLC's)</p>	<p>Kenowa Hills will continue to promote and support the Professional Learning Community model of collaboration and professional growth. Four guiding questions will guide KHPS PLC teams: 1) what curriculum do we want students to know; 2) how will we know when they have learned it; 3) how will we respond when students do not learn the intended curriculum; and 4) how will we respond when students already know the intended curriculum. Teacher collaboration around data is essential to student achievement.</p> <p>KHPS will provide regular PLC time through a student dismissal process. PLC teams are organized by grade level at the elementary level and department at the secondary level. The PLCs focus on data, curriculum standards and assessments.</p>	<p>Teacher Collaboration, Curriculum Development, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$0</p>	<p>All KHPS Certified and Administrative Staff</p>
<p>Stakeholder Voice</p>	<p>High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop). Each building administers surveys to parents, staff and students to honor Stakeholder Voice. Each building has a feedback loop associated with sharing the survey results. Stakeholder voice and choice is Level 5 in the Hierarchy of High Reliability Schools Research.</p>	<p>Policy and Process, Teacher Collaboration, Community Engagement, Technology, Parent Involvement</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$0</p>	<p>All Kenowa Hills Staff and Administrators</p>

**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

Stakeholder Voice	High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop). Each building administers surveys to parents, staff and students to honor Stakeholder Voice. Each building has a feedback loop associated with sharing the survey results. Stakeholder voice and choice is Level 5 in the Hierarchy of High Reliability Schools Research.	Policy and Process, Teacher Collaboration, Community Engagement, Technology, Parent Involvement	Tier 1	Monitor	08/25/2020	06/04/2021	\$0	All Kenowa Hills Staff and Administrators
Gradual Release of Responsibility (GRR) Instructional Model Professional Development and Implementation	Our district vision is aligned with the Marzano High Reliability Schools Framework. The framework speaks to the need to have a research-based instructional model as an essential element of Level 2: Effective Teaching in Every Classroom. In 2020-21 our teachers will continue to receive professional development from our instructional coaches surrounding our district instructional model, Gradual Release of Responsibility (GRR). The 2020-21 goal is to have 100% of staff implementing highly effective collaborative learning activities in their classrooms. Teacher evaluations will continue to be based on teachers showing growth in the area of implementing the GRR instructional model. Staff professional development will involve "Classroom Learning Labs", Instructional Coaching, and Professional Learning Community times. Highly effective collaborative learning leads to higher order thinking skills which are essential for students to be college and career ready.	Direct Instruction, Professional Learning, Technology	Tier 1	Monitor	08/25/2020	06/04/2021	\$0	All K-12 Instructional and Administrative Staff

**Title I Part C**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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2019-20 District Improvement Plan for 2020-21 School Year

Kenowa Hills Public Schools

<p>Migrant Student Supplementary Support - Title I Part C</p>	<p>Student achievement data (CNA) suggests gaps exist for our migrant students in the core content areas of the curriculum. Therefore, the intent of this activity its to provide support and supplemental resources necessary to allow acceleration of student achievement for our migrant students. This activity supports the needs and urgency in providing a guaranteed and viable curriculum for all students. Supplemental supports are as follows:                      -Contracted certified EL staff to provide direct service to migrant students. At the elementary level, this service will be provided by a combination of pull out and push in support. At the secondary level, this service will be provided through a designated course students are enrolled in as well as time set aside for intervention.                      -A part-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) to work with migrant students in the classroom at the secondary level (time is split between the high school and middle school based on student need).                      -A full-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) to work with English Learners in the classroom at the elementary level.                      -Additional certified staff contracted through a substitute agency to help serve the diverse needs of our migrant students. The FTE of staff will vary based on funding and the number of migrant students returning in the fall.                      -Additional paraprofessional staff contracted through a substitute agency to help serve the diverse needs of our migrant students. The FTE of staff will vary based on funding and the number of migrant students returning in the fall.                      -A part-time administrative assistant to the EL program to assist with data entry and progress monitoring.                      -Professional development for EL staff related to best practices for EL students.                      -Academic materials to enhance instruction.</p> <p>*SEE MEGS for total costs</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$17290</p>	<p>Title I Part C Staff and Program Coordinator</p>
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2019-20 District Improvement Plan for 2020-21 School Year

Kenowa Hills Public Schools

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2019-20 District Improvement Plan for 2020-21 School Year

Kenowa Hills Public Schools

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2019-20 District Improvement Plan for 2020-21 School Year

Kenowa Hills Public Schools

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## Activity Summary by School

Below is a breakdown of activity by school.

### All Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Communities (PLC's)	<p>Kenowa Hills will continue to promote and support the PLC model of collaboration and professional growth. Four guiding questions will guide KHPS PLC teams: 1) what curriculum do we want students to know; 2) how will we know when they have learned it; 3) how will we respond when students do not learn the intended curriculum; and 4) how will we respond when students already know the intended curriculum.</p> <p>KHPS will provide PLC time throughout the year on days or times students do not attend school. PLC teams are organized by grade level at the elementary level and department at the secondary level.</p>	Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology	Tier 1	Monitor	08/24/2020	06/04/2021	\$0	All KHPS Certified and Administrative Staff
Gradual Release of Responsibility Instructional Model Implementation and Professional Development	<p>Our district vision is aligned with the Marzano High Reliability Schools Framework. The framework speaks to the need to have a research-based instructional model as an essential element of Level 2: Effective Teaching in Every Classroom. In 2020-21 our teachers will continue to receive professional development from our instructional coaches surrounding our district instructional model, Gradual Release of Responsibility (GRR). The 2020-21 goal is to have 100% of staff implementing highly effective collaborative learning activities in their classrooms. Teacher evaluations will continue to be based on teachers showing growth in the area of implementing the GRR instructional model. Staff professional development will involve "Classroom Learning Labs", Instructional Coaching, and Professional Learning Community times. Highly effective collaborative learning leads to higher order thinking skills which are essential for students to be college and career ready.</p>	Direct Instruction, Professional Learning, Technology	Tier 1	Implement	08/25/2020	06/04/2021	\$0	All K-12 Instructional and Administrative Staff

**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

Learning Management System (LMS)	In 2018-19 we had a group of 40 teacher implementing a new LMS called Canvas by Instructure. The early implementation team used Canvas throughout 2018-19 and provided feedback on areas of improvement and needs for future training. In August of 2019 the entire K-12 staff received training related to using Canvas as their new LMS. Canvas will support our teachers in personalizing learning for all students. This LMS will help support Marzano's High Reliability Schools Level 4: Standards-referenced reporting along with helping teachers personalize instruction for Level 5: Competency-based Education. In Spring 2019 when schools closed to COVID 19, Canvas was used as our LMS for students to access remote learning opportunities. Canvas will continue to be implemented by all staff in 20-21 as we expect a possible hybrid schedule or more online learning due to COVID-19	Curriculum Development, Professional Learning, Technology, Parent Involvement	Tier 1	Implement	08/25/2020	06/04/2021	\$7845	All K-12 Instructional and Administrative Staff
K-12 Essential Standards	In 2018-19, teams of teachers representing PreK-12 classes went through a protocol with our competency-based education coach to determine essential standards for the core subject areas. Substitutes replace teachers so they are able to meet in K-12 curriculum teams to determine and align essential standards. In 2020-21, our elective course teachers will use the same protocol with our competency-based coach to define essential standards for their classes. All essential standards will be defined by June 2021. The next step in the work will be to create competencies for each grade and course.	Policy and Process, Teacher Collaboration, Curriculum Development, Technology	Tier 1	Implement	08/25/2020	06/04/2021	\$1000	Administrators, Coaches, Building School Improvement Chairs, Elementary Grade Level Chairs, Secondary Department Chairs

**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

<p>Gradual Release of Responsibility (GRR) Instructional Model Professional Development</p>	<p>Our district vision is aligned with the Marzano High Reliability Schools Framework. The framework speaks to the need to have a research-based instructional model as an essential element of Level 2: Effective Teaching in Every Classroom. In 2020-21 our teachers will continue to receive professional development from our instructional coaches surrounding our district instructional model, Gradual Release of Responsibility (GRR). The 2020-21 goal is to have 100% of staff implementing highly effective collaborative learning activities in their classrooms. Teacher evaluations will continue to be based on teachers showing growth in the area of implementing the GRR instructional model. Staff professional development will involve "Classroom Learning Labs", Instructional Coaching, and Professional Learning Community times. Highly effective collaborative learning leads to higher order thinking skills which are essential for students to be college and career ready.</p>	<p>Teacher Collaboration, Career Preparation /Orientation, Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/01/2020</p>	<p>06/04/2021</p>	<p>\$0</p>	<p>All K-12 Instructional and Administrative Staff</p>
<p>Learning Management System (LMS)</p>	<p>In 2018-19 we had a group of 40 teacher implementing a new LMS called Canvas by Instructure. The early implementation team used Canvas throughout 2018-19 and provided feedback on areas of improvement and needs for future training. In August of 2019 the entire K-12 staff received training related to using Canvas as their new LMS. Canvas will support our teachers in personalizing learning for all students. This LMS will help support Marzano's High Reliability Schools Level 4: Standards-referenced reporting along with helping teachers personalize instruction for Level 5: Competency-based Education. In Spring 2019 when schools closed to COVID 19, Canvas was used as our LMS for students to access remote learning opportunities. Canvas will continue to be implemented by all staff in 20-21 as we expect a possible hybrid schedule or more online learning due to COVID-19</p>	<p>Curriculum Development, Professional Learning, Technology, Parent Involvement</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/01/2020</p>	<p>06/01/2021</p>	<p>\$7845</p>	<p>All K-12 Instructional and Administrative Staff.</p>

**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

<p>Professional Learning Communities (PLC's)</p>	<p>Kenowa Hills will continue to promote and support the Professional Learning Community model of collaboration and professional growth. Four guiding questions will guide KHPS PLC teams: 1) what curriculum do we want students to know; 2) how will we know when they have learned it; 3) how will we respond when students do not learn the intended curriculum; and 4) how will we respond when students already know the intended curriculum. Teacher collaboration around data is essential to student achievement.</p> <p>KHPS will provide regular PLC time through a student dismissal process. PLC teams are organized by grade level at the elementary level and department at the secondary level. The PLCs focus on data, curriculum standards and assessments.</p>	<p>Teacher Collaboration, Curriculum Development, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$0</p>	<p>All KHPS Certified and Administrative Staff</p>
<p>K-12 Essential Standards Leadership Teams</p>	<p>In 2018-19, teams of teachers representing PreK-12 classes went through a protocol with our competency-based education coach to determine essential standards for the core subject areas. Substitutes replace teachers so they are able to meet in K-12 curriculum teams to determine and align essential standards. In 2020-21, our elective course teachers will use the same protocol with our competency-based coach to define essential standards for their classes. All essential standards will be defined by June 2021. The next step in the work will be to create competencies for each grade and course.</p>	<p>Policy and Process, Materials, Teacher Collaboration, Curriculum Development, Direct Instruction, Technology</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$0</p>	<p>K-12 Teachers and Administrators</p>
<p>Professional Learning Communities (PLC's)</p>	<p>Kenowa Hills will continue to promote and support the Professional Learning Community model of collaboration and professional growth. Four guiding questions will guide KHPS PLC teams: 1) what curriculum do we want students to know; 2) how will we know when they have learned it; 3) how will we respond when students do not learn the intended curriculum; and 4) how will we respond when students already know the intended curriculum. Teacher collaboration around data is essential to student achievement.</p> <p>KHPS will provide regular PLC time throughout the school year. PLC teams are organized by grade level at the elementary level and department at the secondary level. The PLCs focus on data, curriculum standards and assessments.</p>	<p>Teacher Collaboration, Curriculum Development, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$0</p>	<p>All KHPS Certified and Administrative Staff</p>

**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

<p>K-12 Essential Standards Leadership Teams</p>	<p>In 2018-19, teams of teachers representing PreK-12 classes went through a protocol with our competency-based education coach to determine essential standards for the core subject areas. Substitutes replace teachers so they are able to meet in K-12 curriculum teams to determine and align essential standards. In 2020-21, our elective course teachers will use the same protocol with our competency-based coach to define essential standards for their classes. All essential standards will be defined by June 2021. The next step in the work will be to create competencies for each grade and course.</p>	<p>Policy and Process, Curriculum Development, Technology</p>	<p>Tier 1</p>	<p>Evaluate</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$1000</p>	<p>K-12 Teachers and Administrators</p>
<p>Gradual Release of Responsibility (GRR) Instructional Model Professional Development and Implementation</p>	<p>Our district vision is aligned with the Marzano High Reliability Schools Framework. The framework speaks to the need to have a research-based instructional model as an essential element of Level 2: Effective Teaching in Every Classroom. In 2020-21 our teachers will continue to receive professional development from our instructional coaches surrounding our district instructional model, Gradual Release of Responsibility (GRR). The 2020-21 goal is to have 100% of staff implementing highly effective collaborative learning activities in their classrooms. Teacher evaluations will continue to be based on teachers showing growth in the area of implementing the GRR instructional model. Staff professional development will involve "Classroom Learning Labs", Instructional Coaching, and Professional Learning Community times. Highly effective collaborative learning leads to higher order thinking skills which are essential for students to be college and career ready.</p>	<p>Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$0</p>	<p>All K-12 Instructional and Administrative Staff</p>
<p>Learning Management System (LMS)</p>	<p>In 2018-19 we had a group of 40 teacher implementing a new LMS called Canvas by Instructure. The early implementation team used Canvas throughout 2018-19 and provided feedback on areas of improvement and needs for future training. In August of 2019 the entire K-12 staff will receive training related to using Canvas as their new LMS. Canvas will support our teachers in personalizing learning for all students. This LMS will help support Marzano's High Reliability Schools Level 4: Standards-referenced reporting along with helping teachers personalize instruction for Level 5: Competency-based Education. In 2020-21 our LMS will continue to be utilized for online instruction in a hybrid or online schedule due to COVID19</p>	<p>Curriculum Development, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$7845</p>	<p>All K-12 Instructional and Administrative Staff</p>

**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

<p>Professional Learning Communities (PLC's)</p>	<p>Kenowa Hills will continue to promote and support the Professional Learning Community model of collaboration and professional growth. Four guiding questions will guide KHPS PLC teams: 1) what curriculum do we want students to know; 2) how will we know when they have learned it; 3) how will we respond when students do not learn the intended curriculum; and 4) how will we respond when students already know the intended curriculum. Teacher collaboration around data is essential to student achievement.</p> <p>KHPS will provide regular PLC time throughout the year using student dismissal times. PLC teams are organized by grade level at the elementary level and department at the secondary level. The PLCs focus on data, curriculum standards and assessments</p>	<p>Teacher Collaboration, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$0</p>	<p>All KHPS Certified and Administrative Staff</p>
<p>K-12 Essential Standards Leadership Teams</p>	<p>In 2018-19, teams of teachers representing PreK-12 classes went through a protocol with our competency-based education coach to determine essential standards for the core subject areas. Substitutes replace teachers so they are able to meet in K-12 curriculum teams to determine and align essential standards. In 2020-21, our elective course teachers will use the same protocol with our competency-based coach to define essential standards for their classes. All essential standards will be defined by June 2021. The next step in the work will be to create competencies for each grade and course.</p>	<p>Policy and Process, Curriculum Development, Technology</p>	<p>Tier 1</p>	<p>Evaluate</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$0</p>	<p>K-12 Teachers and Administrators</p>

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Kenowa Hills Public Schools

<p>English Learner Supplemental Support - Title III</p>	<p>Our Title III program resources will be utilized to deliver supplemental classroom support to our English Learner students. Student achievement data (CNA) suggests significant achievement gaps exist with our EL students. The intent of this activity is to provide targeted, research based, supplemental support and services to our EL students. This will be accomplished by:                      -Contracted certified EL staff to provide direct service to qualifying EL students. At the elementary level, this service will be provided by a combination of pull out and push in support. At the secondary level, this service will be provided through a designated course students are enrolled in as well as time set aside for intervention.                      -A part-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) will work with English Learners in the classroom at the secondary level (time is split between the high school and middle school based on student need).                      -A full-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) will work with English Learners in the classroom at the elementary level.                      -Professional development for EL staff related to best practices for EL students.                      -Materials needed to enhance instruction.                      -Parent nights to provide parents with information on how to assist their child's learning and connect our EL families to other resources in the community.</p> <p>*SEE MEGS for total cost</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$3281</p>	<p>English Learner Staff and Title III Coordinator</p>
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2019-20 District Improvement Plan for 2020-21 School Year

Kenowa Hills Public Schools

<p>Migrant Student Supplementary Support - Title I Part C</p>	<p>Student achievement data (CNA) suggests gaps exist for our migrant students in the core content areas of the curriculum. Therefore, the intent of this activity its to provide support and supplemental resources necessary to allow acceleration of student achievement for our migrant students. This activity supports the needs and urgency in providing a guaranteed and viable curriculum for all students. Supplemental supports are as follows:                      -Contracted certified EL staff to provide direct service to migrant students. At the elementary level, this service will be provided by a combination of pull out and push in support. At the secondary level, this service will be provided through a designated course students are enrolled in as well as time set aside for intervention.                      -A part-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) to work with migrant students in the classroom at the secondary level (time is split between the high school and middle school based on student need).                      -A full-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) to work with English Learners in the classroom at the elementary level.                      -Additional certified staff contracted through a substitute agency to help serve the diverse needs of our migrant students. The FTE of staff will vary based on funding and the number of migrant students returning in the fall.                      -Additional paraprofessional staff contracted through a substitute agency to help serve the diverse needs of our migrant students. The FTE of staff will vary based on funding and the number of migrant students returning in the fall.                      -A part-time administrative assistant to the EL program to assist with data entry and progress monitoring.                      -Professional development for EL staff related to best practices for EL students.                      -Academic materials to enhance instruction.</p> <p>*SEE MEGS for total costs</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$17290</p>	<p>Title I Part C Staff and Program Coordinator</p>
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**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

<p>Gradual Release of Responsibility (GRR) Instructional Model Implementation</p>	<p>Our district vision is aligned with the Marzano High Reliability Schools Framework. The framework speaks to the need to have a research-based instructional model as an essential element of Level 2: Effective Teaching in Every Classroom. In 2019-20 our teachers will continue to receive professional development from our instructional coaches surrounding our district instructional model, Gradual Release of Responsibility (GRR). The 2020-21 goal is to have 100% of staff implementing highly effective collaborative learning activities in their classrooms. Teacher evaluations will continue to be based on teachers showing growth in the area of implementing the GRR instructional model. Staff professional development will involve "Classroom Learning Labs", Instructional Coaching, and Professional Learning Community times. Highly effective collaborative learning leads to higher order thinking skills which are essential for students to be college and career ready.</p>	<p>Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$0</p>	<p>All K-12 Instructional and Administrative Staff</p>
<p>Learning Management System (LMS)</p>	<p>In 2018-19 we had a group of 40 teacher implementing a new LMS called Canvas by Instructure. The early implementation team used Canvas throughout 2018-19 and provided feedback on areas of improvement and needs for future training. In August of 2019 the entire K-12 staff received training related to using Canvas as their new LMS. Canvas will support our teachers in personalizing learning for all students. This LMS will help support Marzano's High Reliability Schools Level 4: Standards-referenced reporting along with helping teachers personalize instruction for Level 5: Competency-based Education. In Spring 2019 when schools closed to COVID 19, Canvas was used as our LMS for students to access remote learning opportunities. Canvas will continue to be implemented by all staff in 20-21 as we expect a possible hybrid schedule or more online learning due to COVID-19</p>	<p>Curriculum Development, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$7845</p>	<p>All K-12 Instructional and Administrative Staff.</p>

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<p>Instructional Coaching (K-12)</p>	<p>Instructional Coaches will organize and implement Classroom Learning Labs (CLL) to support teachers professional development. Instructional Coaches will also support teachers with the Gradual Release of Responsibility Instructional Framework. The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. Like surgical theaters where doctors observe actual operations in progress to hone their techniques, the lab classroom provides an authentic opportunity for colleagues to see ideas in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving.</p> <p>Our instructional coaches also work collaboratively with teachers on an individual basis to improve Tier I instruction (GRR Model).</p> <p>In addition, the elementary coaches will collaborate with our K-3 staff to keep a focus on our goal of having all students reading at level by grade 3. The coaches will coach teachers with Tier I literacy interventions to help meet the needs of all students during Tier I instruction.</p> <p>*SEE MEGS for total costs</p>	<p>Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$252032</p>	<p>Instructional Coaches, Teaching Staff and Administrators</p>
<p>McKinney Vento Supports and Services - Title I Part A</p>	<p>Our district has reserved money from our Title I Part A allocation for students qualifying for McKinney Vento Services. McKinney Vento student needs include school of origin transportation, clothing, food, school fees, school and personal supplies, counseling if needed, Title I services if needed, and tutoring and/or summer school if needed so students have everything they need to be successful in school.</p> <p>*SEE MEGS for total cost</p>	<p>Materials, Other, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$5305</p>	<p>McKinney Vento Building and District Liaisons and Teaching Staff</p>

**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

<p>Parent and Family Engagement - Title I Part A</p>	<p>Parent and family engagement at KHPS is a high priority. Parent and family engagement activities include: KHPS website, newsletters, school messenger, facilities study teams, district and school improvement teams, PTOs, Band Boosters, EL family nights, open houses, curriculum nights, parent/teacher conferences, Watch Dog programs at K-8 buildings, Reading Literacy Nights, board meetings, and internet based curriculum to use at home with students. Specific parent involvement activities for our Migrant and EL students are:                      -At least two parent nights will be held during the school year. At these meetings, essential ELA and math curriculum components will be shared with families. In addition, parents will be given strategies to assist in developing their child's reading, writing, speaking and math skills at home.                      -A variety of important school information and parent tips will be shared in order to assist parents in preparing their child for school and specific events.</p> <p>*SEE MEGS for total cost</p>	<p>Parent Involvement</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$0</p>	<p>Instructional Staff and Administrators</p>
<p>KnowledgeWorks Personalized Learning Instructional Coaching and Professional Development</p>	<p>Coaching and professional development services facilitate our continued implementation of a personalized learning system of education. KnowledgeWorks Coaching services will include:                      1) Professional development for Kenowa Hills Instructional Coaches surrounding personalized learning, 2) Strategic planning with the district improvement and school improvement teams. 3) Building and district level analyses and reports surrounding personalized learning implementation; including strengths and areas for continued growth. 4) Professional development for Kenowa Hills teacher leadership teams surrounding personalized learning and the continuous cycle of strategic planning. Each building and the district have created Personal Mastery Action Plans addressing the 5 levels of Marzano's High Reliability Schools. Personal Mastery Coaching is Level 5 in Marzano's Hierarchy of High Reliability Schools Framework.</p>	<p>Policy and Process, Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology, Parent Involvement</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$1250</p>	<p>Personal Mastery Coach, PreK-12 Teaching Staff, and Administrators</p>

**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

Learning Labs	The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. The lab classroom provides an authentic opportunity for colleagues to see highly effective instruction in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving. In 2020-21 the focus of classroom learning labs will be examples of personal mastery in the classroom. This also includes school climate, our instructional model, focus on essential standards and assessments, which are all part of our buildings personal mastery action plans. Learning labs will be designed differently due to high needs for staff to not be out of their classrooms. One option is to video tape the sessions and share with other teachers.	Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology	Tier 1	Getting Ready	08/25/2020	06/04/2021	\$0	Grades PreK-12 Teaching Staff, Kent ISD Staff and Administrators
KnowledgeWorks Personalized Learning Instructional Coaching and Professional Development	Coaching and professional development services facilitate our continued implementation of a personalized learning system of education. KnowledgeWorks Coaching services will include: 1)Professional development for Kenowa Hills Instructional Coaches surrounding personalized learning, 2) Strategic planning with the district improvement and school improvement teams. 3) Building and district level analyses and reports surrounding personalized learning implementation; including strengths and areas for continued growth. 4) Professional development for Kenowa Hills teacher leadership teams surrounding personalized learning and the continuous cycle of strategic planning. Each building and the district have created Personal Mastery Action Plans addressing the 5 levels of Marzano's High Reliability Schools. Personal Mastery Coaching is Level 5 in Marzano's Hierarchy of High Reliability Schools Framework.	Policy and Process, Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology, Parent Involvement	Tier 1	Monitor	08/01/2020	06/04/2021	\$1250	Personalized Learning Coach, PreK-12 Teaching Staff and Administrators

2019-20 District Improvement Plan for 2020-21 School Year

Kenowa Hills Public Schools

<p>KnowledgeWorks Personalized Learning Instructional Coaching and Professional Development</p>	<p>Coaching and professional development services facilitate our continued implementation of a personalized learning system of education. KnowledgeWorks Coaching services will include: 1)Professional development for Kenowa Hills Instructional Coaches surrounding personalized learning, 2) Strategic planning with the district improvement and school improvement teams. 3) Building and district level analyses and reports surrounding personalized learning implementation; including strengths and areas for continued growth. 4) Professional development for Kenowa Hills teacher leadership teams surrounding personalized learning and the continuous cycle of strategic planning. Each building and the district have created Personal Mastery Action Plans addressing the 5 levels of Marzano's High Reliability Schools. Personal Mastery Coaching is Level 5 in Marzano's Hierarchy of High Reliability Schools Framework.</p>	<p>Policy and Process, Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology, Parent Involvement</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$2700</p>	<p>Personalized Learning Coach, PreK-12 Teaching Staff and Administrators</p>
<p>KnowledgeWorks Personalized Learning Instructional Coaching and Professional Development</p>	<p>Coaching and professional development services facilitate our continued implementation of a personalized learning system of education. KnowledgeWorks Coaching services will include: 1)Professional development for Kenowa Hills Instructional Coaches surrounding personalized learning, 2) Strategic planning with the district improvement and school improvement teams. 3) Building and district level analyses and reports surrounding personalized learning implementation; including strengths and areas for continued growth. 4) Professional development for Kenowa Hills teacher leadership teams surrounding personalized learning and the continuous cycle of strategic planning. Each building and the district have created Personal Mastery Action Plans addressing the 5 levels of Marzano's High Reliability Schools. Personal Mastery Coaching is Level 5 in Marzano's Hierarchy of High Reliability Schools Framework.</p>	<p>Policy and Process, Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology, Parent Involvement</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$2700</p>	<p>Personalized Learning Coach, PreK-12 Teaching Staff and Administrators</p>

**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

Learning Labs	The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. The lab classroom provides an authentic opportunity for colleagues to see highly effective instruction in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving. In 2019-20 the focus of classroom learning labs will be examples of personal mastery in the classroom. This also includes school climate, our instructional model, focus on essential standards and assessments, which are all part of our buildings personal mastery action plans. 2020-21 will require flexibility with this process as we may use more videos than pulling teachers from classrooms due to a possible hybrid schedule.	Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Monitor	08/25/2020	06/04/2021	\$0	Instructional Coaches, PreK-12 Teaching Staff and Administrators
Learning Labs	The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. The lab classroom provides an authentic opportunity for colleagues to see highly effective instruction in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving. In 2019-20 the focus of classroom learning labs will be examples of personal mastery in the classroom. This also includes school climate, our instructional model, focus on essential standards and assessments, which are all part of our buildings personal mastery action plans. In 2020-21 coaches will be looking for innovative ways to do learning labs without teachers having to be out of their classrooms.	Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Monitor	08/25/2020	06/04/2021	\$1250	Instructional Coaches, PreK-12 Teaching Staff and Administrators

**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

Learning Labs	The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. The lab classroom provides an authentic opportunity for colleagues to see highly effective instruction in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving. In 2020-21 the focus of classroom learning labs will be examples of personal mastery in the classroom. This also includes school climate, our instructional model, focus on essential standards and assessments, which are all part of our buildings personal mastery action plans. In 20-21 our instructional coaches will have to determine a new way to carry out classroom labs in innovative ways so teachers are not pulled from their classrooms to participate.	Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Monitor	08/25/2020	06/04/2021	\$0	Instructional Coaches, PreK-12 Teaching Staff and Administrators
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**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

<p>English Learner Supplemental Support - Title III</p>	<p>Our Title III program resources will be utilized to deliver supplemental classroom support to our English Learner students. Student achievement data (CNA) suggests significant achievement gaps exist with our EL students. The intent of this activity is to provide targeted, research based, supplemental support and services to our EL students. This will be accomplished by:                      -Contracted certified EL staff to provide direct service to qualifying EL students. At the elementary level, this service will be provided by a combination of pull out and push in support. At the secondary level, this service will be provided through a designated course students are enrolled in as well as time set aside for intervention.                      -A part-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) will work with English Learners in the classroom at the secondary level (time is split between the high school and middle school based on student need).                      -A full-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) will work with English Learners in the classroom at the elementary level.                      -Professional development for EL staff related to best practices for EL students.                      -Materials needed to enhance instruction.                      -Parent nights to provide parents with information on how to assist their child's learning and connect our EL families to other resources in the community.</p> <p>*SEE MEGS for total cost</p>	<p>Teacher Collaboration, Behavioral Support Program, Technology , Academic Support Program, Parent Involvement</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$3281</p>	<p>English Learner Staff and Title III Coordinator</p>
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2019-20 District Improvement Plan for 2020-21 School Year

Kenowa Hills Public Schools

<p>Migrant Student Supplementary Support - Title I Part C</p>	<p>Student achievement data (CNA) suggests gaps exist for our migrant students in the core content areas of the curriculum. Therefore, the intent of this activity its to provide support and supplemental resources necessary to allow acceleration of student achievement for our migrant students. This activity supports the needs and urgency in providing a guaranteed and viable curriculum for all students. Supplemental supports are as follows:                      -Contracted certified EL staff to provide direct service to migrant students. At the elementary level, this service will be provided by a combination of pull out and push in support. At the secondary level, this service will be provided through a designated course students are enrolled in as well as time set aside for intervention.                      -A part-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) to work with migrant students in the classroom at the secondary level (time is split between the high school and middle school based on student need).                      -A full-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) to work with English Learners in the classroom at the elementary level.                      -Additional certified staff contracted through a substitute agency to help serve the diverse needs of our migrant students. The FTE of staff will vary based on funding and the number of migrant students returning in the fall.                      -Additional paraprofessional staff contracted through a substitute agency to help serve the diverse needs of our migrant students. The FTE of staff will vary based on funding and the number of migrant students returning in the fall.                      -A part-time administrative assistant to the EL program to assist with data entry and progress monitoring.                      -Professional development for EL staff related to best practices for EL students.                      -Academic materials to enhance instruction.</p> <p>*SEE MEGS for total costs</p>	<p>Behavioral Support Program, Supplemental Materials, Technology , Academic Support Program, Parent Involvement</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$17290</p>	<p>Title I Part C staff and Program Coordinator</p>
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**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

<p>McKinney-Vento Supports and Services - Title I Part A</p>	<p>Our district has reserved money from our Title I Part A allocation for students qualifying for McKinney Vento Services. McKinney Vento student needs include school of origin transportation, clothing, food, school fees, school and personal supplies, counseling if needed, Title I services if needed, and tutoring and/or summer school if needed so students have everything they need to be successful in school.</p> <p>*SEE MEGS for total cost</p>	<p>Teacher Collaboration, Behavioral Support Program, Supplemental Materials, Technology, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$5305</p>	<p>District and Building McKinney-Vento coordinators/liasons</p>
<p>Instructional Coaching (K-12) Title IA/31A</p>	<p>Instructional Coaches will organize and implement Classroom Learning Labs (CLL) to support teachers professional development. Instructional Coaches will also support teachers with the Gradual Release of Responsibility Instructional Framework. The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. Like surgical theaters where doctors observe actual operations in progress to hone their techniques, the lab classroom provides an authentic opportunity for colleagues to see ideas in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving.</p> <p>Our instructional coaches also work collaboratively with teachers on an individual basis to improve Tier I instruction (GRR Model).</p> <p>In addition, the elementary coaches will collaborate with our K-3 staff to keep a focus on our goal of having all students reading at level by grade 3. The coaches will coach teachers with Tier I literacy interventions to help meet the needs of all students during Tier I instruction.</p> <p>*SEE MEGS for total costs</p>	<p>Teacher Collaboration, Supplemental Materials, Curriculum Development, Direct Instruction, Professional Learning, Technology, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$90382</p>	<p>Instructional Coaches, Administrators and Teaching Staff</p>

**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

<p>Parent and Family Engagement - Title I Part A</p>	<p>Parent and family engagement at KHPS is a high priority. Parent and family engagement activities include: KHPS website, newsletters, school messenger, facilities study teams, district and school improvement teams, PTOs, Band Boosters, EL family nights, open houses, curriculum nights, parent/teacher conferences, Watch Dog programs at K-8 buildings, Reading Literacy Nights, board meetings, and internet based curriculum to use at home with students. Specific parent involvement activities for our Migrant and EL students are:                      -At least two parent nights will be held during the school year. At these meetings, essential ELA and math curriculum components will be shared with families. In addition, parents will be given strategies to assist in developing their child's reading, writing, speaking and math skills at home.                      -A variety of important school information and parent tips will be shared in order to assist parents in preparing their child for school and specific events.</p> <p>*SEE MEGS for total cost</p>	<p>Policy and Process, Materials, Teacher Collaboration, Supplemental Materials, Community Engagement, Technology, Academic Support Program, Parent Involvement</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$0</p>	<p>District Staff and Administrators</p>
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**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

<p>English Learner Supplemental Support - Title III</p>	<p>Our Title III program resources will be utilized to deliver supplemental classroom support to our English Learner students. Student achievement data (CNA) suggests significant achievement gaps exist with our EL students. The intent of this activity is to provide targeted, research based, supplemental support and services to our EL students. This will be accomplished by:                      -Contracted certified EL staff to provide direct service to qualifying EL students. At the elementary level, this service will be provided by a combination of pull out and push in support. At the secondary level, this service will be provided through a designated course students are enrolled in as well as time set aside for intervention.                      -A part-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) will work with English Learners in the classroom at the secondary level (time is split between the high school and middle school based on student need).                      -A full-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) will work with English Learners in the classroom at the elementary level.                      -Professional development for EL staff related to best practices for EL students.                      -Materials needed to enhance instruction.                      -Parent nights to provide parents with information on how to assist their child's learning and connect our EL families to other resources in the community.</p> <p>*SEE MEGS for total cost</p>	<p>Teacher Collaboration, Technology, Parent Involvement, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$3281</p>	<p>English Learner Staff and Title III Coordinator</p>
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2019-20 District Improvement Plan for 2020-21 School Year

Kenowa Hills Public Schools

<p>Migrant Student Supplementary Support - Title I Part C</p>	<p>Student achievement data (CNA) suggests gaps exist for our migrant students in the core content areas of the curriculum. Therefore, the intent of this activity its to provide support and supplemental resources necessary to allow acceleration of student achievement for our migrant students. This activity supports the needs and urgency in providing a guaranteed and viable curriculum for all students. Supplemental supports are as follows:                      -Contracted certified EL staff to provide direct service to migrant students. At the elementary level, this service will be provided by a combination of pull out and push in support. At the secondary level, this service will be provided through a designated course students are enrolled in as well as time set aside for intervention.                      -A part-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) to work with migrant students in the classroom at the secondary level (time is split between the high school and middle school based on student need).                      -A full-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) to work with English Learners in the classroom at the elementary level.                      -Additional certified staff contracted through a substitute agency to help serve the diverse needs of our migrant students. The FTE of staff will vary based on funding and the number of migrant students returning in the fall.                      -Additional paraprofessional staff contracted through a substitute agency to help serve the diverse needs of our migrant students. The FTE of staff will vary based on funding and the number of migrant students returning in the fall.                      -A part-time administrative assistant to the EL program to assist with data entry and progress monitoring.                      -Professional development for EL staff related to best practices for EL students.                      -Academic materials to enhance instruction.</p> <p>*SEE MEGS for total costs</p>	<p>Teacher Collaboration, Direct Instruction, Technology , Parent Involvement, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$17290</p>	<p>Title I Part C staff and Program Coordinator</p>
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**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

<p>McKinney-Vento Supports and Services - Title I Part A</p>	<p>Our district has reserved money from our Title I Part A allocation for students qualifying for McKinney Vento Services. McKinney Vento student needs include school of origin transportation, clothing, food, school fees, school and personal supplies, counseling if needed, Title I services if needed, and tutoring and/or summer school if needed so students have everything they need to be successful in school.</p> <p>*SEE MEGS for total cost</p>	<p>Materials, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$5305</p>	<p>District and Building McKinney-Vento Liaisons and Teaching Staff</p>
<p>Instructional Coaching (K-12) Title IA/31a</p>	<p>Instructional Coaches will organize and implement Classroom Learning Labs (CLL) to support teachers professional development. Instructional Coaches will also support teachers with the Gradual Release of Responsibility Instructional Framework. The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. Like surgical theaters where doctors observe actual operations in progress to hone their techniques, the lab classroom provides an authentic opportunity for colleagues to see ideas in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving.</p> <p>Our instructional coaches also work collaboratively with teachers on an individual basis to improve Tier I instruction (GRR Model).</p> <p>In addition, the elementary coaches will collaborate with our K-3 staff to keep a focus on our goal of having all students reading at level by grade 3. The coaches will coach teachers with Tier I literacy interventions to help meet the needs of all students during Tier I instruction.</p> <p>*SEE MEGS for total costs</p>	<p>Teacher Collaboration, Direct Instruction, Professional Learning, Technology, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$74867</p>	<p>Instructional Coaches, Administrators and Teaching Staff</p>

**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

<p>Parent and Family Engagement - Title I Part A</p>	<p>Parent and family engagement at KHPS is a high priority. Parent and family engagement activities include: KHPS website, newsletters, school messenger, facilities study teams, district and school improvement teams, PTOs, Band Boosters, EL family nights, open houses, curriculum nights, parent/teacher conferences, Watch Dog programs at K-8 buildings, Reading Literacy Nights, board meetings, and internet based curriculum to use at home with students. Specific parent involvement activities for our Migrant and EL students are:                      -At least two parent nights will be held during the school year. At these meetings, essential ELA and math curriculum components will be shared with families. In addition, parents will be given strategies to assist in developing their child's reading, writing, speaking and math skills at home.                      -A variety of important school information and parent tips will be shared in order to assist parents in preparing their child for school and specific events.</p> <p>*SEE MEGS for total cost</p>	<p>Materials, Teacher Collaboration, Supplemental Materials, Community Engagement, Parent Involvement</p>	<p>Tier 1</p>	<p>Evaluate</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$0</p>	<p>District Staff and Administrators</p>
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2019-20 District Improvement Plan for 2020-21 School Year

Kenowa Hills Public Schools

<p>English Learner Supplemental Support - Title III</p>	<p>Our Title III program resources will be utilized to deliver supplemental classroom support to our English Learner students. Student achievement data (CNA) suggests significant achievement gaps exist with our EL students. The intent of this activity is to provide targeted, research based, supplemental support and services to our EL students. This will be accomplished by:                      -Contracted certified EL staff to provide direct service to qualifying EL students. At the elementary level, this service will be provided by a combination of pull out and push in support. At the secondary level, this service will be provided through a designated course students are enrolled in as well as time set aside for intervention.                      -A part-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) will work with English Learners in the classroom at the secondary level (time is split between the high school and middle school based on student need).                      -A full-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) will work with English Learners in the classroom at the elementary level.                      -Professional development for EL staff related to best practices for EL students.                      -Materials needed to enhance instruction.                      -Parent nights to provide parents with information on how to assist their child's learning and connect our EL families to other resources in the community.</p> <p>*SEE MEGS for total cost</p>	<p>Teacher Collaboration, Direct Instruction, Technology, Parent Involvement, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$3281</p>	<p>English Learner Staff and Title III Coordinator</p>
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2019-20 District Improvement Plan for 2020-21 School Year

Kenowa Hills Public Schools

<p>Migrant Student Supplementary Support - Title I Part C</p>	<p>Student achievement data (CNA) suggests gaps exist for our migrant students in the core content areas of the curriculum. Therefore, the intent of this activity its to provide support and supplemental resources necessary to allow acceleration of student achievement for our migrant students. This activity supports the needs and urgency in providing a guaranteed and viable curriculum for all students. Supplemental supports are as follows:                      -Contracted certified EL staff to provide direct service to migrant students. At the elementary level, this service will be provided by a combination of pull out and push in support. At the secondary level, this service will be provided through a designated course students are enrolled in as well as time set aside for intervention.                      -A part-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) to work with migrant students in the classroom at the secondary level (time is split between the high school and middle school based on student need).                      -A full-time year round paraprofessional fluent in Spanish (due to Spanish being the main language spoken at home for a majority of our EL students) to work with English Learners in the classroom at the elementary level.                      -Additional certified staff contracted through a substitute agency to help serve the diverse needs of our migrant students. The FTE of staff will vary based on funding and the number of migrant students returning in the fall.                      -Additional paraprofessional staff contracted through a substitute agency to help serve the diverse needs of our migrant students. The FTE of staff will vary based on funding and the number of migrant students returning in the fall.                      -A part-time administrative assistant to the EL program to assist with data entry and progress monitoring.                      -Professional development for EL staff related to best practices for EL students.                      -Academic materials to enhance instruction.</p> <p>*SEE MEGS for total costs</p>	<p>Teacher Collaboration, Behavioral Support Program, Direct Instruction, Technology , Parent Involvement, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>11/01/2020</p>	<p>\$17290</p>	<p>Title I Part C Staff and Program Coordinator</p>
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**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

<p>McKinney-Vento Supports and Services - Title I Part A</p>	<p>Our district has reserved money from our Title I Part A allocation for students qualifying for McKinney Vento Services. McKinney Vento student needs include school of origin transportation, clothing, food, school fees, school and personal supplies, counseling if needed, Title I services if needed, and tutoring and/or summer school if needed so students have everything they need to be successful in school.</p> <p>*SEE MEGS for total cost</p>	<p>Materials, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$4922</p>	<p>District and Building McKinney-Vento Liaisons and Teaching Staff</p>
<p>Instructional Coaching (K-12) Title IA/31a</p>	<p>Instructional Coaches will organize and implement Classroom Learning Labs (CLL) to support teachers professional development. Instructional Coaches will also support teachers with the Gradual Release of Responsibility Instructional Framework. The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. Like surgical theaters where doctors observe actual operations in progress to hone their techniques, the lab classroom provides an authentic opportunity for colleagues to see ideas in practice. Because the model provides for several sessions throughout the year, teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving.</p> <p>Our instructional coaches also work collaboratively with teachers on an individual basis to improve Tier I instruction (GRR Model).</p> <p>In addition, the elementary coaches will collaborate with our K-3 staff to keep a focus on our goal of having all students reading at level by grade 3. The coaches will coach teachers with Tier I literacy interventions to help meet the needs of all students during Tier I instruction.</p> <p>*SEE MEGS for total costs</p>	<p>Teacher Collaboration, Curriculum Development, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$177165</p>	<p>Instructional Coaches, Administrators and Teaching Staff</p>

**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

<p>Parent and Family Engagement - Title I Part A</p>	<p>Parent and family engagement at KHPS is a high priority. Parent and family engagement activities include: KHPS website, newsletters, school messenger, facilities study teams, district and school improvement teams, PTOs, Band Boosters, EL family nights, open houses, curriculum nights, parent/teacher conferences, Watch Dog programs at K-8 buildings, Reading Literacy Nights, board meetings, and internet based curriculum to use at home with students. Specific parent involvement activities for our Migrant and EL students are:                      -At least two parent nights will be held during the school year. At these meetings, essential ELA and math curriculum components will be shared with families. In addition, parents will be given strategies to assist in developing their child's reading, writing, speaking and math skills at home.                      -A variety of important school information and parent tips will be shared in order to assist parents in preparing their child for school and specific events.</p> <p>*SEE MEGS for total cost</p>	<p>Community Engagement, Parent Involvement</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$1278</p>	<p>District Staff and Administrators</p>
<p>Stakeholder Voice</p>	<p>High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop). Each building administers surveys to parents, staff and students to honor Stakeholder Voice. Each building has a feedback loop associated with sharing the survey results. Stakeholder voice and choice is Level 5 in the Hierarchy of High Reliability Schools Research.</p>	<p>Policy and Process, Teacher Collaboration, Community Engagement, Technology, Parent Involvement</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$0</p>	<p>All Kenowa Hills Staff and Administrators</p>

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Stakeholder Voice	High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop). Each building administers surveys to parents, staff and students to honor Stakeholder Voice. Each building has a feedback loop associated with sharing the survey results. Stakeholder voice and choice is Level 5 in Marzano's Hierarchy of High Reliability Schools.	Policy and Process, Teacher Collaboration, Community Engagement, Technology, Parent Involvement	Tier 1	Monitor	08/24/2020	06/04/2021	\$0	All Kenowa Hills Staff and Administrators
Stakeholder Voice	High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop). Each building administers surveys to parents, staff and students to honor Stakeholder Voice. Each building has a feedback loop associated with sharing the survey results. Stakeholder voice and choice is Level 5 in the Hierarchy of High Reliability Schools Research.	Policy and Process, Teacher Collaboration, Community Engagement, Technology, Parent Involvement	Tier 1	Monitor	08/25/2020	06/04/2021	\$0	All Kenowa Hills Staff and Administrators

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Stakeholder Voice	High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop). Each building administers surveys to parents, staff and students to honor Stakeholder Voice. Each building has a feedback loop associated with sharing the survey results. Stakeholder voice and choice is Level 5 in the Hierarchy of High Reliability Schools Research.	Policy and Process, Teacher Collaboration, Community Engagement, Technology, Parent Involvement	Tier 1	Monitor	08/25/2020	06/04/2021	\$0	All Kenowa Hills Staff and Administrators
Competency-Based Personalized Learning On-Site Coach	In 2018-19 we employed a competency-based on-site year round coach to help us take the next steps in becoming a competency-based system of education. The resident CBE specialist will work with administrators, staff, parents, and the CBE Consortium to help us plan for our implementation of personal mastery. 2018-19 goals were to define our KHPS essential standards for ELA, Math, Social Studies and Science. In 2019-20 we continued this essential standards work with our courses. This activity falls under the Level 5 of the High Reliability Framework by Marzano Research. Defining essential standards is a prerequisite to writing competencies. 2020-21 will continue the work to complete essential standards for all content areas and to implement the KHPS Graduate Profile.	Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Implement	08/24/2020	06/04/2021	\$23750	Instructional Coaches, Personalized Learning Coach and Classroom Teachers

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<p>Competency-Based Personalized Learning On-Site Coach</p>	<p>In 2018-19 we employed a competency-based on-site year round coach to help us take the next steps in becoming a competency-based system of education. The resident CBE specialist will work with administrators, staff, parents, and the CBE Consortium to help us plan for our implementation of personal mastery. 2018-19 goals were to define our KHPS essential standards for ELA, Math, Social Studies and Science. In 2019-20 we will continue this essential standards work with our elective courses. This activity falls under the Level 5 of the High Reliability Framework by Marzano Research. Defining essential standards is a prerequisite to writing competencies. In 2020-21 our work will continue with our KHPS Graduate Profile.</p>	<p>Teacher Collaboration, Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$23750</p>	<p>Personalized Learning Coach, Administrators, Teaching Staff</p>
<p>Competency-Based Personalized Learning On-Site Coach</p>	<p>In 2018-19 we employed a competency-based on-site year round coach to help us take the next steps in becoming a competency-based system of education. The resident CBE specialist will work with administrators, staff, parents, and the CBE Consortium to help us plan for our implementation of personal mastery. 2018-19 goals were to define our KHPS essential standards for ELA, Math, Social Studies and Science. In 2019-20 we continued this essential standards work with our elective courses. This activity falls under the Level 5 of the High Reliability Framework by Marzano Research. Defining essential standards is a prerequisite to writing competencies. In 2020-21 continuing essential standards and work with our KHPS Graduate Profile will be the focus for staff.</p>	<p>Teacher Collaboration, Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$23750</p>	<p>Personalized Learning Coach, Instructional Coaches and Teaching Staff</p>
<p>Competency-Based Personalized Learning On-Site Coach</p>	<p>In 2018-19 we employed a competency-based on-site year round coach to help us take the next steps in becoming a competency-based system of education. The resident CBE specialist will work with administrators, staff, parents, and the CBE Consortium to help us plan for our implementation of personal mastery. 2018-19 goals were to define our KHPS essential standards for ELA, Math, Social Studies and Science. In 2019-20 we will continue this essential standards work with our elective courses. This activity falls under the Level 5 of the High Reliability Framework by Marzano Research. Defining essential standards is a prerequisite to writing competencies. In 2020-21 essential standards will be completed by June 2021 for all courses. The KHPS graduate profile will continue to direct teacher professional development.</p>	<p>Teacher Collaboration, Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$23750</p>	<p>Personalized Learning Coach, Administrators, Teaching Staff</p>

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K-12 Performance Assessment Team	KHPS started a Performance-Based Assessment Team of K-12 teacher leaders in 2018-19 to create performance assessments during professional development time with Jonathan Vander Els, a performance assessment expert. This assessment work is part of Level 3 of Marzano's High Reliability Schools Framework: Guaranteed and Viable Curriculum. Jonathan VanderEls will continue working with teams of teachers during the 2019-20 school year so that all staff will be trained in creating, administering and evaluating performance assessments written to assess essential standards by June 2021.	Teacher Collaboration, Career Preparation /Orientation, Curriculum Development, Direct Instruction, Professional Learning, Technology, Parent Involvement, Academic Support Program	Tier 1	Implement	08/25/2020	06/04/2021	\$9550	Teacher leaders from K-12 and administrators
Munetrix Collection and Evaluation of Data	Munetrix contracted services will provide Kenowa Hills Public Schools training, tools, and processes to maintain compliance with ESSA state and federal program expectations with a focus on improving student achievement in the schools and district. The framework for this work includes (1) determining the current status of compliance via focusing on the CNA, (2) follow-up guidance and support, and (3) utilizing process data and information to drive continuous improvement. Our CNA results show that principals need more professional development related to data evaluation.	Policy and Process, Professional Learning, Technology, Academic Support Program	Tier 1	Implement	08/25/2020	06/04/2021	\$1250	Principals, teacher leadership, curriculum director
Munetrix Collection and Evaluation of Data	Munetrix data hub will provide Kenowa Hills Public Schools training, tools, and processes to maintain compliance with ESSA state and federal program expectations with a focus on improving student achievement in the schools and district. The framework for this work includes (1) determining the current status of compliance via focusing on the CNA, (2) utilizing process data and information to drive continuous improvement.	Behavioral Support Program, Professional Learning, Technology, Academic Support Program	Tier 1	Implement	08/25/2020	06/04/2021	\$1250	Principals, lead teachers and curriculum director
Munetrix Data Collection and Evaluation	Munetrix contracted services will provide Kenowa Hills Public Schools training, tools, and processes to maintain compliance with ESSA state and federal program expectations with a focus on improving student achievement in the schools and district. The framework for this work includes (1) determining the current status of compliance via focusing on the CNA, and (2) utilizing process data and information to drive continuous improvement.	Behavioral Support Program, Professional Learning, Technology, Academic Support Program	Tier 1	Implement	08/25/2020	06/04/2021	\$1250	Principals, lead teaching staff and curriculum director

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Munetrix Data Collection and Evaluation	Munetrix will provide Kenowa Hills Public Schools training, tools, and processes to maintain compliance with ESSA state and federal program expectations with a focus on improving student achievement in the schools and district. The framework for this work includes (1) determining the current status of compliance via focusing on the CNA, and (2) utilizing process data and information to drive continuous improvement.	Behavioral Support Program, Professional Learning, Academic Support Program	Tier 1	Implement	08/24/2020	06/04/2021	\$1250	Principals, lead teachers and curriculum director
K-12 21st Century Report Card and Transcript Teams	In 2020-21 report card teams of teacher leaders and administrators will be created to review our KHPS reporting process and transcripts. There will be a grades K-5 team and a grades 6-12 team. These teams will be working on the High Reliability Schools Framework Level 5: Competency-Based Education. The goal of the teams will to create a transparent reporting system for all stakeholders that focuses on what academic standards a student has mastered along with career ready skills being reported separately.	Policy and Process, Community Engagement, Technology, Academic Support Program	Tier 1	Getting Ready	08/25/2020	06/04/2021	\$500	Teacher leaders and administrators
K-12 21st Century Report Card and Transcript Teams	In 2020-21 report card teams of teacher leaders and administrators will be created to review our KHPS reporting process and transcripts. There will be a grades K-5 team and a grades 6-12 team. These teams will be working on the High Reliability Schools Framework Level 5: Competency-Based Education. The goal of the teams will to create a transparent reporting system for all stakeholders that focuses on what academic standards a student has mastered along with career ready skills being reported separately.	Policy and Process, Teacher Collaboration, Community Engagement, Technology, Academic Support Program	Tier 1	Getting Ready	08/25/2020	06/04/2021	\$500	Teaching staff and administrators
K-12 21st Century Report Card and Transcript Teams	In 2020-21 report card teams of teacher leaders and administrators will be created to review our KHPS reporting process and transcripts. There will be a grades K-5 team and a grades 6-12 team. These teams will be working on the High Reliability Schools Framework Level 5: Competency-Based Education. The goal of the teams will to create a transparent reporting system for all stakeholders that focuses on what academic standards a student has mastered along with career ready skills being reported separately.	Policy and Process, Professional Learning, Technology, Parent Involvement	Tier 1	Getting Ready	08/25/2020	06/04/2021	\$500	Teachers and administrators

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K-12 21st Century Report Card and Transcript Teams	In 2019-20 report card teams of teacher leaders and administrators will be created to review our KHPS reporting process and transcripts. There will be a grades K-5 team and a grades 6-12 team. These teams will be working on the High Reliability Schools Framework Level 5: Competency-Based Education. The goal of the teams will to create a transparent reporting system for all stakeholders that focuses on what academic standards a student has mastered along with career ready skills being reported separately.	Policy and Process, Teacher Collaboration, Technology, Parent Involvement	Tier 1	Getting Ready	08/25/2020	06/04/2021	\$500	Teachers and administrators
K-12 Leadership Program	KHPS offers leadership growth for teachers in the KHPS Leadership Mentoring Program that includes mentoring and goal setting for teaching staff interested in being teacher or administrative leaders.	Professional Learning	Tier 1	Implement	08/25/2020	06/04/2021	\$0	Teachers and administrators
K-12 Leadership Program	KHPS offers leadership growth for teachers when they participate in our KHPS Leadership Mentoring Program that includes mentoring and goal setting for teaching staff interested in being teacher or administrative leaders. The participants also get experience leading by taking over for principals when they are out of the building.	Professional Learning, Technology	Tier 1	Implement	08/25/2020	06/04/2021	\$0	Teachers, administrators
K-12 Leadership Program	KHPS offers leadership growth for teachers when they participate in our KHPS Leadership Mentoring Program that includes mentoring and goal setting for teaching staff interested in being teacher or administrative leaders.	Professional Learning, Technology	Tier 1	Implement	08/25/2020	12/17/2021	\$2500	Teachers, administrators and MASSP coach.
K-12 Performance Assessment Team	KHPS started a Performance-Based Assessment Team of K-12 teacher leaders in 2018-19 to create performance assessments during professional development time with Jonathan Vander Els, a performance assessment expert. This assessment work is part of Level 3 of Marzano's High Reliability Schools Framework: Guaranteed and Viable Curriculum. Jonathan VanderEls will continue working with teams of teachers during the 2019-20 school year so that all staff will be trained in creating, administering and evaluating performance assessments written to assess essential standards by June 2021.	Teacher Collaboration, Curriculum Development, Professional Learning, Technology, Academic Support Program	Tier 1	Getting Ready	08/25/2020	06/04/2021	\$3750	Teachers, administrators, Jonathan VanderEls

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K-12 Performance Assessment Team	KHPS started a Performance-Based Assessment Team of K-12 teacher leaders in 2018-19 to create performance assessments during professional development time with Jonathan Vander Els, a performance assessment expert. This assessment work is part of Level 3 of Marzano's High Reliability Schools Framework: Guaranteed and Viable Curriculum. Jonathan VanderEls will continue working with teams of teachers during the 2020-21 school year so that all staff will be trained in creating, administering and evaluating performance assessments written to assess essential standards.	Teacher Collaboration, Curriculum Development, Direct Instruction, Technology, Parent Involvement	Tier 1	Getting Ready	08/25/2020	06/04/2021	\$9550	Teachers, administrators and Jonathan VanderEls
K-12 Performance Assessment Team	KHPS started a Performance-Based Assessment Team of K-12 teacher leaders in 2018-19 to create performance assessments during professional development time with Jonathan Vander Els, a performance assessment expert. This assessment work is part of Level 3 of Marzano's High Reliability Schools Framework: Guaranteed and Viable Curriculum. Jonathan VanderEls will continue working with teams of teachers during the 2019-20 school year cohort 2 and 3 of staff were trained in creating, administering and evaluating performance assessments written to assess essential standards. In 2020-21 the last two cohorts of teachers will be trained in performance assessment creation and implementation.	Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology	Tier 1	Getting Ready	08/25/2020	06/04/2021	\$9550	Teachers, administrators and Jonathan VanderEls
MACUL Conference	A group of teachers will attend the annual MACUL conference in Grand Rapids in 2020. This conference helps our teachers see education from a future technologies view. This professional development opportunity will enable our teachers to learn ways to integrate technology and the Mitech standards into their curriculum.	Career Preparation /Orientation, Curriculum Development, Direct Instruction, Professional Learning, Technology, Academic Support Program	Tier 1	Implement	03/11/2021	03/12/2021	\$2548	Teaching Staff

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MACUL Conference	A group of teachers will attend the annual MACUL conference in Detroit in 2021. This conference helps our teachers see education from a future technologies view. This professional development opportunity will enable our teachers to learn ways to integrate technology and the MItech standards into their curriculum.	Career Preparation /Orientation , Curriculum Development, Direct Instruction, Technology , Academic Support Program	Tier 1	Implement	03/11/2021	03/12/2021	\$2548	Teaching Staff and Technology Department Staff
Capturing Kids' Hearts	Capturing Kids' Hearts is an evidence-based program to provide strategy and training for all staff to achieve success in their classrooms. Capturing Kids' Hearts is an immersive, participatory experience. Teachers, staff, and administrators learn and practice skills including: How to build meaningful, productive relationships with every student, how to use the EXCEL Model of teaching to create a safe, effective environment for learning, how to develop self-managing, high-performing classrooms using team-building skills and a Social Contract, and high payoff techniques for dealing with conflict, negative behavior, and disrespect issues. This program is part of Level 1: Safe and Orderly Environment; Marzano's Hierarchy of High Reliability Schools. All KHPS staff will be involved in the Capturing Kids Hearts training in August 2019. A team of lead teachers and administrators called "Process Champion Team" will continue to reinforce and create activities associated with implementing Capturing Kids' Hearts.	Policy and Process, Teacher Collaboration, Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/25/2020	06/04/2021	\$0	Lead teachers on the Process Champions Building Teams, Administrators, all district staff.

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<p>PBIS District Coordinator</p>	<p>Under the direction of the PBIS Manager, the PBIS Coordinator/Coach will be responsible for the overall management of the Positive Behavioral Interventions and Supports program including providing training and technical assistance to school teams and PBIS Coaches to maintain and develop school-wide PBIS systems.                      Facilitate sustainability and expansion of PBIS practices district-wide.                      Provide and/or facilitate quality training at all three tiers of PBIS: universal, secondary and tertiary.                      Ongoing support to district level PBIS Coaches.                      Oversee district level data collection, management and analysis.                      Train and provide ongoing technical and data analysis support to staff who use school-wide data collection systems                      Train and provide ongoing technical and data analysis support to staff who use secondary tier data collection systems                      Collect and monitor school and district databases to track and analyze student behavioral data including office discipline referrals, suspensions, team implementation, and coach assessment of schoolwide implementation                      Develop collaboration with multiple district departments and initiatives including True Success, diversity and cultural competency, classroom management, specialized behavioral interventions, and data warehousing and support                      Participate in regional leadership conferences and meetings.                      Ongoing coaching of school-based PBIS teams.</p> <p>SEE MEGS for Costs</p>	<p>Policy and Process, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$14437</p>	<p>Administrators, PBIS Coordinator</p>
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Graduate Profile	True Success is an evidence-based social skills curriculum designed to unleash students' character potential. Classrooms use embedded lessons to engage students and teach positive behavior skills in a format that integrates with lessons in literacy and other core skills.	Policy and Process, Career Preparation /Orientation , Behavioral Support Program, Curriculum Development, Direct Instruction, Professional Learning, Academic Support Program	Tier 1	Implement	08/25/2020	06/04/2021	\$0	Administrators and Teaching Staff
K-12 Leadership Growth Opportunities	KHPS offers leadership growth for teachers when they participate in our KHPS Leadership Mentoring Program that includes mentoring and goal setting for teaching staff interested in being teacher leader or administrative leader. Teachers set a project leadership goal to complete and participate in mentoring from administrators along with helping with building administrator duties when administrators are not available.	Teacher Collaboration, Career Preparation /Orientation , Professional Learning	Tier 1	Implement	08/25/2020	12/17/2021	\$0	Administrators and Teacher Leaders
Diversity, Equity and Inclusion PD	Professional Development for staff	Policy and Process, Teacher Collaboration, Professional Learning, Technology	Tier 1	Getting Ready	08/19/2020	06/04/2021	\$0	Administrators and building staff
Diversity Inclusion Group - High School Students and Principal	Kenowa Hills High School has assembled a group of high school students to work with teachers and administrators.	Policy and Process, Career Preparation /Orientation , Behavioral Support Program, Academic Support Program	Tier 1	Getting Ready	08/25/2020	06/04/2021	\$0	Administrators, teachers and high school students

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Media Center Reviews	Review media center materials to determine needs to meet all the areas of equity and diversity.	Materials, Behavioral Support Program, Academic Support Program	Tier 1		07/01/2020	07/01/2021	\$11000	Media Center Staff
Online Learning PD for Teaching Staff	Online teaching and learning professional development for teaching staff.	Teacher Collaboration, Career Preparation /Orientation, Curriculum Development, Direct Instruction, Technology, Academic Support Program	Tier 1	Getting Ready	08/25/2020	06/04/2021	\$0	Teaching staff and administrators
Online Learning PD for Teaching Staff	Online teaching and learning professional development for teaching staff.	Professional Learning, Technology	Tier 1	Getting Ready	08/19/2020	06/04/2021	\$0	Administrators and teaching staff
Online Learning PD for Teaching Staff	Online teaching and learning professional development for teaching staff.	Professional Learning, Technology	Tier 1	Getting Ready	08/19/2020	06/04/2021	\$0	Administrators and Teaching Staff
Online Learning PD for Teaching Staff	Online teaching and learning professional development for teaching staff.	Professional Learning, Technology	Tier 1	Getting Ready	08/19/2020	06/04/2021	\$0	Administrators and teaching staff
Trauma Informed Staff PD	Trauma Informed Professional Development for Staff	Behavioral Support Program, Professional Learning, Technology, Academic Support Program	Tier 1	Getting Ready	08/20/2020	06/04/2021	\$0	Trauma Informed Trainers and Teaching Staff

**Zinser Elementary School**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Tier II Academic Intervention Specialists - Title I Part A	<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTs. Our CNA shows gaps in subgroups' achievement. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p>	Academic Support Program	Tier 2	Monitor	08/25/2020	06/04/2021	\$115561	Academic Intervention Specialists, Elementary Principals, and Director of Curriculum and Instruction
*SEE MEGS for total costs								

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<p>Tier II Academic Intervention Specialists - Section 31a</p>	<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTs. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>This Tier II intervention includes Middle School classes provided by Math and ELA teachers giving Tier II math and ELA support. There will also be a class at the Middle School focusing on Habits of Mind. The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.</p> <p>At the elementary level, our physical education, music, art and Spanish teachers will be trained by our instructional coaches to work with K-3 reading interventions with students when they are not teaching their specialist class.</p> <p>SEE MEGS for Funding</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$1625</p>	<p>K-12 Section 31a Academic Intervention Specialists, building Principals, and Director of Curriculum and Instruction</p>
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**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

<p>Reading and Writing Workshop</p>	<p>Our K-12 ELA staff has been using the MAISA materials as the core materials used in their Reading and Writing Workshop instruction. These MAISA units are aligned with our State ELA standards.</p> <p>KHPS Instructional Coaches will continue to support ELA instruction in our district.</p> <p>Our K-12 ELA classrooms each have a classroom library for students to choose books at their interest level and reading level. We budget replacement costs for each classroom library along with a small budget for new books.</p> <p>Our K-3 teachers use Phonics First and Grammar units as a supplement to their MAISA reading and writing units.</p> <p>In 2020-21 a leadership team of teachers will research and evaluate new KK-12 ELA materials and programming available. This is part of a 5-year curriculum cycle review.</p>	<p>Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$12000</p>	<p>Grades PreK-12 ELA staff and administrators</p>
<p>Science Kits and Professional Development</p>	<p>The CNA shows that science scores are below the state average, so our teacher and administrator teams reviewed research-based science programs and materials that would align with the State standards (NGSS). The Foss Science Kits were chosen as we found them the most engaging and rigorous science instruction of the choices. The Foss Science Kits were implemented in Grades 3 and 5 in 2016-17, grades 2 and 4 in 2017-18 and grades K and 1 in 2018-19. Grades 6-8 in 2019-20. Grades 6-8 teachers will get additional science training in 2020-21.</p> <p>In 2019-20 KHPS grades 6-8 science teachers will implement the Foss Science Instruction at the Middle School. This will give us K-8 alignment in our science curriculum.</p>	<p>Materials, Curriculum Development, Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$67500</p>	<p>Foss Science Trainers, Grade K-8 Science Teaching Staff and Administrators</p>

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Kenowa Hills Public Schools

<p>Tier II Academic Intervention Specialists - Title I Part A</p>	<p>KHPS has adopted the Response to Intervention (Rtl) framework as the MTTs. Our CNA shows gaps in subgroups' achievement. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>*SEE MEGS for total costs</p>	<p>Teacher Collaboration, Direct Instruction, Technology, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$115561</p>	<p>Academic Intervention Specialists, Elementary Principals, and Director of Curriculum and Instruction</p>
<p>Tier II Academic Intervention Specialists - Title I Part A</p>	<p>KHPS has adopted the Response to Intervention (Rtl) framework as the MTTs. Our CNA shows gaps in subgroups' achievement. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>*SEE MEGS for total costs</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$115561</p>	<p>Academic Intervention Specialists, Elementary Principals, and Director of Curriculum and Instruction.</p>

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<p>Tier II Academic Intervention Specialists - Section 31a</p>	<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTS. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>When looking at CNA data, we find gaps in math instruction and lower growth in math on NWEA test results. This Tier II intervention includes Middle School classes provided by Math and ELA teachers giving Tier II math and ELA support.</p> <p>At the elementary level, our physical education, music, art and Spanish teachers will be trained by our instructional coaches to work with K-3 reading interventions with students when they are not teaching their specialist class.</p> <p>SEE MEGS for Funding</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$1625</p>	<p>Academic Interventionists, Principals, Curriculum Director, Elementary Specialist Teachers</p>
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Kenowa Hills Public Schools

<p>Tier II Academic Intervention Specialists - Section 31a</p>	<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTs. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>This Tier II intervention includes Middle School classes provided by Math and ELA teachers giving Tier II math and ELA support. There will also be a class at the Middle School focusing on Habits of Mind. The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.</p> <p>At the elementary level, our physical education, music, art and Spanish teachers will be trained by our instructional coaches to work with K-3 reading interventions with students when they are not teaching their specialist class.</p> <p>SEE MEGS for Funding</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$1625</p>	<p>Academic Interventionists, Middle School Principal, Curriculum Director</p>
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**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

Tier II Academic Intervention Specialists - Title I Part A	<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTTS. Our CNA shows gaps in subgroups' achievement. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p>	Teacher Collaboration, Direct Instruction, Technology, Academic Support Program	Tier 2	Monitor	08/25/2020	06/04/2021	\$115561	Academic Intervention Specialists, Principals, and Director of Curriculum and Instruction.
*SEE MEGS for total costs								

2019-20 District Improvement Plan for 2020-21 School Year

Kenowa Hills Public Schools

<p>Tier II Academic Intervention Specialists - Section 31a</p>	<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTs. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>This Tier II intervention includes Middle School classes provided by Math and ELA teachers giving Tier II math and ELA support. There will also be a class at the Middle School focusing on Habits of Mind. The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.</p> <p>At the elementary level, our physical education, music, art and Spanish teachers will be trained by our instructional coaches to work with K-3 reading interventions with students when they are not teaching their specialist class.</p> <p>SEE MEGS for Funding</p>	<p>Teacher Collaboration, Direct Instruction, Technology, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$1625</p>	<p>Academic Interventionists, Middle School Principal, Curriculum Director, Elementary Specialist Teachers</p>
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2019-20 District Improvement Plan for 2020-21 School Year

Kenowa Hills Public Schools

<p>Elementary STEM Specialist Class</p>	<p>Our CNA data shows that we have a weakness in science scores at the elementary level. It was decided to try to incorporate more NGSS STEM materials into the elementary curriculum.</p> <p>Two K-5 STEM specialist teachers were hired and will engage in STEM related lessons during the school year which started in February 2018. Kent ISD STEM consultants worked with the specialist STEM staff and created lessons for them to use to integrate STEM into their weekly specialist classes. Each STEM teacher sees each PreK-5 classroom for 45 minutes per week for instruction. In 2020-21 the elementary STEM teachers will continue to get new STEM equipment for their program.</p>	<p>Materials, Teacher Collaboration, Supplemental Materials, Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$7875</p>	<p>K-5 STEM Teachers, Curriculum Director</p>
<p>Elementary STEM Specialist Class</p>	<p>Our CNA data shows that we have a weakness in science scores at the elementary level. It was decided to try to incorporate more NGSS STEM materials into the elementary curriculum.</p> <p>Two K-5 STEM specialist teachers were hired and will engage in STEM related lessons during the school year which started in February 2018. Kent ISD STEM consultants worked with the specialist STEM staff and created lessons for them to use to integrate STEM into their weekly specialist classes. Each STEM teacher sees each PreK-5 classroom for 45 minutes per week for instruction.</p>	<p>Teacher Collaboration, Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$7875</p>	<p>K-5 STEM teachers, curriculum director</p>
<p>Elementary Math Curriculum Implementation</p>	<p>Kenowa Hills Public Schools has been working on district math programming and materials. Our district CNA shows gaps in math achievement that we are addressing with professional development and research-based math instructional materials. In 2018-19 our grades 6-8 implemented Cengage Big Ideas Math Program to use as their main instructional materials. Also during 2018-19, our high school staff reviewed and researched math materials for high school courses. They also adopted the Cengage Big Ideas Math Program to implement in 2019-20 for algebra and geometry courses. Middle School and High School teachers will continue to receive math instruction training in this program during the 2019-20 school year. The K-5 staff study team came to consensus on Bridges Mathematics Program for 2020-21 implementation and PD.</p>	<p>Materials, Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/20/2018</p>	<p>06/04/2021</p>	<p>\$180000</p>	<p>K-12 math teachers, assistant superintendent of curriculum and instruction and administrators</p>

**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

Essential Instructional Practices in Early Literacy	Our CNA shows gaps in reading with our subgroups. To improve reading achievement and reach a goal of all students reading by grade 3. KHPS has implemented a literacy coaching model that has all KHPS K-3 teaching staff receiving professional development related to the Essential Instructional Practices in Early Literacy. Each instructional coach spends time in classrooms and with teachers during PLC time to ensure that these researched instructional practices are implemented at the Tier 1 level.  KHPS also offers K-3 after school tutoring with transportation to students reading below grade level.	Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology, Parent Involvement	Tier 1	Implement	08/25/2020	06/04/2021	\$34000	K-5 teaching staff and instructional coaches
True Success SEL Program	True Success is an evidence-based social skills curriculum designed to unleash students' character potential. Classrooms use embedded lessons to engage students and teach positive behavior skills in a format that integrates with lessons in literacy and other core skills.	Behavioral Support Program, Academic Support Program	Tier 1	Monitor	08/25/2020	06/04/2021	\$11825	Administrators and Teaching Staff
Math Curriculum PD and Coaching	Elementary teaching staff will be implementing a new math program called Bridges Mathematics. PD to implement this program will be throughout the 2020-21 school year. Staff will also have coaching opportunities with our Kent Intermediate School District Mathematics Coach.	Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology, Academic Support Program	Tier 1	Implement	08/19/2020	06/04/2021	\$2200	Administrators, teachers, Kent ISD math coach, Bridges training staff

**Kenowa Hills Pathways High School**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

<p>Tier II College and Career Pathways - 31a</p>	<p>College and Career Pathway Exploration for students needing additional support in these areas. The stand-alone vocational courses into which high school students with lower academic achievement were often channeled are becoming a thing of the past. Instead, programs that merge CTE, rigorous academic coursework, and career exploration opportunities, while creating clear pathways through high school, college, and beyond, are gaining momentum. High schools are moving away from the stand-alone vocational courses of the past, into which students with lower academic achievement or perceived potential were often channeled. Many educators are now calling for approaches that link career-technical education, rigorous academic coursework, and experiences that show students the relevance of education to their future, while teaching them the academic and employability skills they need to be successful in both college and career. Our Kenowa Hills Pathways High School has a goal to achieve success for all our students.</p> <p>SEE MEGS for Cost</p>	<p>Career Preparation /Orientation , Technology , Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$65000</p>	<p>Pathways Principal and staff</p>
<p>Tier II College and Career Pathways - 31a</p>	<p>College and Career Pathway Exploration for students needing additional support in these areas. The stand-alone vocational courses into which high school students with lower academic achievement were often channeled are becoming a thing of the past. Instead, programs that merge CTE, rigorous academic coursework, and career exploration opportunities, while creating clear pathways through high school, college, and beyond, are gaining momentum. High schools are moving away from the stand-alone vocational courses of the past, into which students with lower academic achievement or perceived potential were often channeled. Many educators are now calling for approaches that link career-technical education, rigorous academic coursework, and experiences that show students the relevance of education to their future, while teaching them the academic and employability skills they need to be successful in both college and career. Our Kenowa Hills Pathways High School has a goal to achieve success for all our students.</p>	<p>Career Preparation /Orientation , Technology , Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$65000</p>	<p>Pathways High School Principal and Staff</p>

**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

<p>Tier II College and Career Pathways - 31a</p>	<p>College and Career Pathway Exploration for students needing additional support in these areas. The stand-alone vocational courses into which high school students with lower academic achievement were often channeled are becoming a thing of the past. Instead, programs that merge CTE, rigorous academic coursework, and career exploration opportunities, while creating clear pathways through high school, college, and beyond, are gaining momentum. High schools are moving away from the stand-alone vocational courses of the past, into which students with lower academic achievement or perceived potential were often channeled. Many educators are now calling for approaches that link career-technical education, rigorous academic coursework, and experiences that show students the relevance of education to their future, while teaching them the academic and employability skills they need to be successful in both college and career. Our Kenowa Hills Pathways High School has a goal to achieve success for all our students.</p> <p>SEE MEGS for Costs</p>	<p>Career Preparation /Orientation , Technology , Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$65000</p>	<p>Pathways High School Principal and Staff</p>
<p>Tier II College and Career Pathways 31a</p>	<p>College and Career Pathway Exploration for students needing additional support in these areas. The stand-alone vocational courses into which high school students with lower academic achievement were often channeled are becoming a thing of the past. Instead, programs that merge CTE, rigorous academic coursework, and career exploration opportunities, while creating clear pathways through high school, college, and beyond, are gaining momentum. High schools are moving away from the stand-alone vocational courses of the past, into which students with lower academic achievement or perceived potential were often channeled. Many educators are now calling for approaches that link career-technical education, rigorous academic coursework, and experiences that show students the relevance of education to their future, while teaching them the academic and employability skills they need to be successful in both college and career. Our Kenowa Hills Pathways High School has a goal to achieve success for all our students.</p> <p>SEE MEGS for Costs</p>	<p>Teacher Collaboration, Career Preparation /Orientation , Technology , Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$65000</p>	<p>Pathways High School Principal and Staff</p>

**Kenowa Hills Middle School**

**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier II Academic Intervention Specialists - Section 31a	<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTS. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>This Tier II intervention includes Middle School classes provided by Math and ELA teachers giving Tier II math and ELA support. There will also be a class at the Middle School focusing on Habits of Mind. The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.</p> <p>At the elementary level, our physical education, music, art and Spanish teachers will be trained by our instructional coaches to work with K-3 reading interventions with students when they are not teaching their specialist class.</p> <p>SEE MEGS for Funding</p>	Academic Support Program	Tier 2	Monitor	08/25/2020	06/04/2021	\$1625	K-12 Section 31a Academic Intervention Specialists, building Principals, and Director of Curriculum and Instruction

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Kenowa Hills Public Schools

<p>Middle School Behavior Interventionist - Section 31a</p>	<p>The annual 31a needs assessment (for all students in the district) indicates a need for supplementary behavioral supports at the middle school. The middle school behavior interventionists will provide supplementary behavior interventions to students at the middle school who qualify for 31a services and require additional, supplementary behavioral supports. This staff member will utilize research-based behavior intervention strategies, including restorative justice techniques, in an effort to provide qualifying students with supplementary support.</p> <p>*SEE MEGS for costs</p>	<p>Behavioral Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$9750</p>	<p>Middle School Behavior Interventionist and Middle School Principal</p>
<p>Reading and Writing Workshop</p>	<p>Our K-12 ELA staff has been using the MAISA materials as the core materials used in their Reading and Writing Workshop instruction. These MAISA units are aligned with our State ELA standards.</p> <p>KHPS Instructional Coaches will continue to support ELA instruction in our district.</p> <p>Our K-12 ELA classrooms each have a classroom library for students to choose books at their interest level and reading level. We budget replacement costs for each classroom library along with a small budget for new books.</p> <p>Our K-3 teachers use Phonics First and Grammar units as a supplement to their MAISA reading and writing units.</p> <p>In 2020-21 a leadership team of teachers will research and evaluate new KK-12 ELA materials and programming available. This is part of a 5-year curriculum cycle review.</p>	<p>Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$12000</p>	<p>Grades PreK-12 ELA staff and administrators</p>

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<p>Science Kits and Professional Development</p>	<p>The CNA shows that science scores are below the state average, so our teacher and administrator teams reviewed research-based science programs and materials that would align with the State standards (NGSS). The Foss Science Kits were chosen as we found them the most engaging and rigorous science instruction of the choices. The Foss Science Kits were implemented in Grades 3 and 5 in 2016-17, grades 2 and 4 in 2017-18 and grades K and 1 in 2018-19. Grades 6-8 in 2019-20. Grades 6-8 teachers will get additional science training in 2020-21.</p> <p>In 2019-20 KHPS grades 6-8 science teachers will implement the Foss Science Instruction at the Middle School. This will give us K-8 alignment in our science curriculum.</p>	<p>Materials, Curriculum Development, Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$67500</p>	<p>Foss Science Trainers, Grade K-8 Science Teaching Staff and Administrators</p>
<p>STEM Academy &amp; Design Lab</p>	<p>In fall of 2016, KHPS implemented a STEM Academy class for 7th and 9th graders. The program has grown each year with refinements to the curriculum and learning environment. Content Teachers and STEM instructors are trained with our Kent Intermediate School District STEM Consultants. They have planned curriculum. Kenowa Hills Public Schools partnered with DeWys Manufacturing and Move Systems to create a state of the art learning experience location. The school will use a 3,324 sq.ft. space under the same roof as an advanced manufacturing company as a location for learning. In 2020-21 the courses will continue to expand with course offerings and additional STEM Lab equipment.</p>	<p>Materials, Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$15000</p>	<p>STEM Teaching Staff and Administrators</p>
<p>STEM Academy &amp; Design Lab</p>	<p>In fall of 2016, KHPS implemented a STEM Academy class for 7th and 9th graders. The program has grown each year with refinements to the curriculum and learning environment. Content Teachers and STEM instructors are trained with our Kent Intermediate School District STEM Consultants. They have planned curriculum. Kenowa Hills Public Schools partnered with DeWys Manufacturing and Move Systems to create a state of the art learning experience location. The school will use a 3,324 sq.ft. space under the same roof as an advanced manufacturing company as a location for learning. In 2020-21 the courses will continue to expand with course offerings and additional STEM Lab equipment.</p>	<p>Materials, Teacher Collaboration, Career Preparation /Orientation, Curriculum Development, Direct Instruction, Professional Learning, Community Engagement, Technology</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$15000</p>	<p>Kent ISD STEM consultants, STEM Academy teaching staff and administrators</p>

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<p>Middle School Behavior Interventionist - Section 31a</p>	<p>The annual 31a needs assessment (for all students in the district) indicates a need for supplementary behavioral supports at the middle school. The middle school behavior interventionists will provide supplementary behavior interventions to students at the middle school who qualify for 31a services and require additional, supplementary behavioral supports. This staff member will utilize research-based behavior intervention strategies, including restorative justice techniques, in an effort to provide qualifying students with supplementary support.</p> <p>*SEE MEGS for costs</p>	<p>Teacher Collaboration, Behavioral Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$9750</p>	<p>Middle School Behavior Interventionist and Middle School Principal</p>
<p>Tier II Academic Intervention Specialists - Section 31a</p>	<p>KHPS has adopted the Response to Intervention (Rtl) framework as the MTTs. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>When looking at CNA data, we find gaps in math instruction and lower growth in math on NWEA test results. This Tier II intervention includes Middle School classes provided by Math and ELA teachers giving Tier II math and ELA support.</p> <p>At the elementary level, our physical education, music, art and Spanish teachers will be trained by our instructional coaches to work with K-3 reading interventions with students when they are not teaching their specialist class.</p> <p>SEE MEGS for Funding</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$1625</p>	<p>Academic Interventionists, Principals, Curriculum Director, Elementary Specialist Teachers</p>

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Tier II Academic Intervention Specialists - Section 31a	<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTs. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p>	Academic Support Program	Tier 2	Monitor	08/25/2020	06/04/2021	\$1625	Academic Interventionists, Middle School Principal, Curriculum Director
	<p>This Tier II intervention includes Middle School classes provided by Math and ELA teachers giving Tier II math and ELA support. There will also be a class at the Middle School focusing on Habits of Mind. The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.</p>							
	<p>At the elementary level, our physical education, music, art and Spanish teachers will be trained by our instructional coaches to work with K-3 reading interventions with students when they are not teaching their specialist class.</p>							
	<p>SEE MEGS for Funding</p>							

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Middle School Behavior Interventionist - Section 31a	The annual 31a needs assessment (for all students in the district) indicates a need for supplementary behavioral supports at the middle school. The middle school behavior interventionists will provide supplementary behavior interventions to students at the middle school who qualify for 31a services and require additional, supplementary behavioral supports. This staff member will utilize research-based behavior intervention strategies, including restorative justice techniques, in an effort to provide qualifying students with supplementary support.	Behavioral Support Program	Tier 2	Monitor	08/25/2020	06/04/2021	\$9750	Middle School Behavior Interventionist and Middle School Principal.
	*SEE MEGS for costs							

2019-20 District Improvement Plan for 2020-21 School Year

Kenowa Hills Public Schools

<p>Tier II Academic Intervention Specialists - Section 31a</p>	<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTs. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>This Tier II intervention includes Middle School classes provided by Math and ELA teachers giving Tier II math and ELA support. There will also be a class at the Middle School focusing on Habits of Mind. The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.</p> <p>At the elementary level, our physical education, music, art and Spanish teachers will be trained by our instructional coaches to work with K-3 reading interventions with students when they are not teaching their specialist class.</p> <p>SEE MEGS for Funding</p>	<p>Teacher Collaboration, Direct Instruction, Technology, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$1625</p>	<p>Academic Interventionists, Middle School Principal, Curriculum Director, Elementary Specialist Teachers</p>
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**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

Middle School Behavior Interventionist - Section 31a	The annual 31a needs assessment (for all students in the district) indicates a need for supplementary behavioral supports at the middle school. The middle school behavior interventionists will provide supplementary behavior interventions to students at the middle school who qualify for 31a services and require additional, supplementary behavioral supports. This staff member will utilize research-based behavior intervention strategies, including restorative justice techniques, in an effort to provide qualifying students with supplementary support.  *SEE MEGS for costs	Teacher Collaboration, Behavioral Support Program, Technology	Tier 2	Monitor	08/25/2020	06/04/2021	\$9750	Middle School Behavior Interventionist and Middle School Principal
Middle School Scheduler	Kenowa Hills Middle School has implemented a program to help schedule students for additional academic intervention or enrichment called Flex Scheduler. The Middle School is on trimesters and wants to offer more student choice in courses. New course offerings include Environmental Studies, Odyssey of the Mind, Yoga, Spanish, Virtual Reality Cultural Studies, History of Rock Music, and Technology and STEM. Schedules meeting student needs is Level 5: Personal Mastery; in the Hierarchy of High Reliability Schools Framework.	Academic Support Program	Tier 1	Implement	08/24/2020	06/04/2021	\$193	Middle School Principal and staff
Middle School Schedule	Kenowa Hills Middle School has implemented a program to help schedule students for additional academic intervention or enrichment called Flex Scheduler. The Middle School is moving to trimesters in 2019-20 to offer more student choice in courses. New course offerings include Environmental Studies, Odyssey of the Mind, Yoga, Spanish, Virtual Reality Cultural Studies, Technology and STEM. Funding includes start up costs for materials for the new courses. Schedules meeting student needs is Level 5: Personal Mastery; in the Hierarchy of High Reliability Schools Framework.	Technology , Academic Support Program	Tier 1	Implement	08/25/2020	06/04/2021	\$193	Middle School Principal and Staff

**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

Middle School Schedule	Kenowa Hills Middle School has implemented a program to help schedule students for additional academic intervention or enrichment called Flex Scheduler. The Middle School is moved to trimesters in 2019-20 to offer more student choice in courses. New course offerings include Environmental Studies, Odyssey of the Mind, Yoga, Spanish, Virtual Reality Cultural Studies, Technology and STEM. Funding includes start up costs for materials for the new courses. Schedules meeting student needs is Level 5: Personal Mastery; in the Hierarchy of High Reliability Schools Framework. More classes will be offered as choices in 2020-21.	Policy and Process, Teacher Collaboration, Curriculum Development, Direct Instruction, Technology, Academic Support Program	Tier 1	Implement	08/25/2020	06/04/2021	\$193	Middle school staff and administrators
Middle School Schedule	Kenowa Hills Middle School has implemented a program to help schedule students for additional academic intervention or enrichment called Flex Scheduler. The Middle School moved to trimesters in 2019-20 to offer more student choice in courses. New course offerings include Environmental Studies, Odyssey of the Mind, Yoga, Spanish, Virtual Reality Cultural Studies, Technology and STEM. Funding includes start up costs for materials for the new courses. Schedules meeting student needs is Level 5: Personal Mastery; in the Hierarchy of High Reliability Schools Framework.	Policy and Process, Teacher Collaboration, Curriculum Development, Direct Instruction, Technology, Academic Support Program	Tier 1	Implement	08/25/2020	06/04/2021	\$193	Middle school staff and administrators
Engineering and Computer Science Courses	Michigan has new computer science standards released in 2018-19. KHPS understands the importance of our students being career and college ready upon graduation. Two new courses are being created to meet the needs of our students. Intro to Engineering Design and Computer Science Essentials will be offered as courses in 2019-20. The teacher of these courses is receiving professional development in the program Project Lead the Way. This professional development will help him create a relevant and rigorous curriculum for our new courses. In 2020-21 the computer science program will continue to expand to Middle School.	Materials, Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology	Tier 1	Implement	08/25/2020	06/04/2021	\$16000	Teachers and administrators

**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

Habits of Mind SEL Program	The Middle School is implementing the "Habits of Mind" of work and life related skills. The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome. This strategy fits in Level 1 of Safe & Orderly Environment in Marzano's High Reliability Framework for Schools.	Policy and Process, Career Preparation /Orientation , Behavioral Support Program, Professional Learning, Academic Support Program	Tier 1	Implement	08/25/2020	06/04/2021	\$300	MS Administrators, instructional coaches and all building staff
Math Curriculum PD and Coaching	Elementary teaching staff will be implementing a new math program called Bridges Mathematics. PD to implement this program will be throughout the 2020-21 school year. Staff will also have coaching opportunities with our Kent Intermediate School District Mathematics Coach.	Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology , Academic Support Program	Tier 1	Implement	08/19/2020	06/04/2021	\$2200	Administrators, teachers, Kent ISD math coach, Bridges training staff

**Kenowa Hills High School**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

<p>High School At-Risk Counselor - Section 31a</p>	<p>The annual KHPS Section 31a needs assessment (for all students in the district) indicates a need for supplementary social and emotional support at the high school level. A plethora of research suggests that when schools fail to meet students' social and emotional needs, it restricts their access to the intended curriculum.</p> <p>The high school at-risk counselor will work with the population of students identified via the needs assessment who require supplemental social and emotional support. This counselor will not be involved in the traditional counseling duties (such as scheduling, college preparations, testing support). Instead, this employee will exclusively provide support above and beyond the supports that are already being provided by the general fund counselors. At-risk students serviced will include the McKinney Vento students.</p> <p>*SEE MEGS for costs</p>	<p>Behavioral Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$26500</p>	<p>High School At-Risk Counselor and High School Principal.</p>
<p>Reading and Writing Workshop</p>	<p>Our K-12 ELA staff has been using the MAISA materials as the core materials used in their Reading and Writing Workshop instruction. These MAISA units are aligned with our State ELA standards.</p> <p>KHPS Instructional Coaches will continue to support ELA instruction in our district.</p> <p>Our K-12 ELA classrooms each have a classroom library for students to choose books at their interest level and reading level. We budget replacement costs for each classroom library along with a small budget for new books.</p> <p>Our K-3 teachers use Phonics First and Grammar units as a supplement to their MAISA reading and writing units.</p> <p>In 2020-21 a leadership team of teachers will research and evaluate new KK-12 ELA materials and programming available. This is part of a 5-year curriculum cycle review.</p>	<p>Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$12000</p>	<p>Grades PreK-12 ELA staff and administrators</p>

**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

STEM Academy & Design Lab	In fall of 2016, KHPS implemented a STEM Academy class for 7th and 9th graders. The program has grown each year with refinements to the curriculum and learning environment. Content Teachers and STEM instructors are trained with our Kent Intermediate School District STEM Consultants. They have planned curriculum. Kenowa Hills Public Schools partnered with DeWys Manufacturing and Move Systems to create a state of the art learning experience location. The school will use a 3,324 sq.ft. space under the same roof as an advanced manufacturing company as a location for learning. In 2020-21 the courses will continue to expand with course offerings and additional STEM Lab equipment.	Materials, Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology	Tier 1	Monitor	08/25/2020	06/04/2021	\$15000	STEM Teaching Staff and Administrators
STEM Academy & Design Lab	In fall of 2016, KHPS implemented a STEM Academy class for 7th and 9th graders. The program has grown each year with refinements to the curriculum and learning environment. Content Teachers and STEM instructors are trained with our Kent Intermediate School District STEM Consultants. They have planned curriculum. Kenowa Hills Public Schools partnered with DeWys Manufacturing and Move Systems to create a state of the art learning experience location. The school will use a 3,324 sq.ft. space under the same roof as an advanced manufacturing company as a location for learning. In 2020-21 the courses will continue to expand with course offerings and additional STEM Lab equipment.	Materials, Teacher Collaboration, Career Preparation /Orientation, Curriculum Development, Direct Instruction, Professional Learning, Community Engagement, Technology	Tier 1	Monitor	08/25/2020	06/04/2021	\$15000	Kent ISD STEM consultants, STEM Academy teaching staff and administrators

**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

<p>High School At-Risk Counselor - Section 31a</p>	<p>The annual KHPS Section 31a needs assessment (for all students in the district) indicates a need for supplementary social and emotional support at the high school level. A plethora of research suggests that when schools fail to meet students' social and emotional needs, it restricts their access to the intended curriculum.</p> <p>The high school at-risk counselor will work with the population of students identified via the needs assessment who require supplemental social and emotional support. This counselor will not be involved in the traditional counseling duties (such as scheduling, college preparations, testing support). Instead, this employee will exclusively provide support above and beyond the supports that are already being provided by the general fund counselors. At-risk students serviced will include the McKinney Vento students.</p> <p>*SEE MEGS for costs</p>	<p>Career Preparation /Orientation , Behavioral Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$26500</p>	<p>High School At-Risk Counselor and High School Principal</p>
<p>High School At-Risk Counselor - Section 31a</p>	<p>The annual KHPS Section 31a needs assessment (for all students in the district) indicates a need for supplementary social and emotional support at the high school level. A plethora of research suggests that when schools fail to meet students' social and emotional needs, it restricts their access to the intended curriculum.</p> <p>The high school at-risk counselor will work with the population of students identified via the needs assessment who require supplemental social and emotional support. This counselor will not be involved in the traditional counseling duties (such as scheduling, college preparations, testing support). Instead, this employee will exclusively provide support above and beyond the supports that are already being provided by the general fund counselors. At-risk students serviced will include the McKinney Vento students.</p> <p>*SEE MEGS for costs</p>	<p>Teacher Collaborati on, Career Preparation /Orientation , Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$26500</p>	<p>High School at-risk Counselor and High School Principal.</p>

**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

<p>High School At-Risk Counselor - Section 31a</p>	<p>The annual KHPS Section 31a needs assessment (for all students in the district) indicates a need for supplementary social and emotional support at the high school level. A plethora of research suggests that when schools fail to meet students' social and emotional needs, it restricts their access to the intended curriculum.</p> <p>The high school at-risk counselor will work with the population of students identified via the needs assessment who require supplemental social and emotional support. This counselor will not be involved in the traditional counseling duties (such as scheduling, college preparations, testing support). Instead, this employee will exclusively provide support above and beyond the supports that are already being provided by the general fund counselors. At-risk students serviced will include the McKinney Vento students.</p> <p>*SEE MEGS for costs</p>	<p>Career Preparation /Orientation , Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$26500</p>	<p>High School At-Risk Counselor and High School Principal</p>
<p>AP Fee Waiver - 31a</p>	<p>AP testing fee waiver would be applied to our HS at-risk students using 31a grant funds.</p>	<p>Career Preparation /Orientation , Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>01/04/2021</p>	<p>06/04/2021</p>	<p>\$750</p>	<p>High School principal and counselors</p>
<p>AP Testing Fees Waiver - 31a</p>	<p>At-Risk students will be able to get their AP testing fees waived.</p>	<p>Career Preparation /Orientation , Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>01/01/2021</p>	<p>05/14/2021</p>	<p>\$750</p>	<p>High School Principal and staff</p>

2019-20 District Improvement Plan for 2020-21 School Year

Kenowa Hills Public Schools

<p>MTSS Coordinator - Title IV</p>	<p>Under the direction of the PBIS Manager, the PBIS Coordinator/Coach will be responsible for the overall management of the Positive Behavioral Interventions and Supports program including providing training and technical assistance to school teams and PBIS Coaches to maintain and develop school-wide PBIS systems.                  Facilitate sustainability and expansion of PBIS practices district-wide.                  Provide and/or facilitate quality training at all three tiers of PBIS: universal, secondary and tertiary.                  Ongoing support to district level PBIS Coaches.                  Oversee district level data collection, management and analysis.                  Train and provide ongoing technical and data analysis support to staff who use school-wide data collection systems                  Train and provide ongoing technical and data analysis support to staff who use secondary tier data collection systems                  Collect and monitor school and district databases to track and analyze student behavioral data including office discipline referrals, suspensions, team implementation, and coach assessment of schoolwide implementation                  Develop collaboration with multiple district departments and initiatives including True Success, diversity and cultural competency, classroom management, specialized behavioral interventions, and data warehousing and support                  Participate in regional leadership conferences and meetings.                  Ongoing coaching of school-based PBIS teams.</p> <p>SEE MEGS for Costs</p>	<p>Policy and Process, Behavioral Support Program, Professional Learning, Parent Involvement, Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$3609</p>	<p>MTSS Coordinator, principals and building staff</p>
<p>Engineering and Computer Science Courses</p>	<p>Michigan has new computer science standards released in 2018-19. KHPS understands the importance of our students being career and college ready upon graduation. Two new courses are being created to meet the needs of our students. Intro to Engineering Design and Computer Science Essentials will be offered as courses in 2019-2021. The teacher of these courses is receiving professional development in the program Project Lead the Way. This professional development will help him create a relevant and rigorous curriculum for our new courses.</p>	<p>Materials, Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$19500</p>	<p>Teachers and administrators</p>

**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

Engineering and Computer Science Courses	Michigan has new computer science standards released in 2018-19. KHPS understands the importance of our students being career and college ready upon graduation. Two new courses are being created to meet the needs of our students. Intro to Engineering Design and Computer Science Essentials will be offered as courses in 2019-20. The teacher of these courses is receiving professional development in the program Project Lead the Way. This professional development will help him create a relevant and rigorous curriculum for our new courses. In 2020-21 the computer science program will continue to expand to Middle School.	Materials, Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology	Tier 1	Implement	08/25/2020	06/04/2021	\$16000	Teachers and administrators
AP Testing Fees Waiver - 31a	AP Fee waiver will be available to at-risk students.	Academic Support Program	Tier 2	Implement	01/04/2021	05/28/2021	\$750	High school counselors and AP Teaching Staff
AP Testing Fees Waiver - 31a	AP Fee Waivers are available for at-risk students.	Academic Support Program	Tier 2	Implement	08/25/2020	06/04/2021	\$750	High School Counselors and AP Teaching Staff

2019-20 District Improvement Plan for 2020-21 School Year

Kenowa Hills Public Schools

<p>MTSS Coordinator - Title IV</p>	<p>The MTSS Coordinator/Coach will be responsible for the overall management of the Academic and Positive Behavioral Interventions and Supports program including providing training and technical assistance to school teams and PBIS Coaches to maintain and develop school-wide PBIS systems. Facilitate sustainability and expansion of PBIS practices district-wide.                  Provide and/or facilitate quality training at all three tiers of PBIS: universal, secondary and tertiary.                  Ongoing support to district level PBIS Coaches.                  Oversee district level data collection, management and analysis.                  Train and provide ongoing technical and data analysis support to staff who use school-wide data collection systems                  Train and provide ongoing technical and data analysis support to staff who use secondary tier data collection systems                  Collect and monitor school and district databases to track and analyze student behavioral data including office discipline referrals, suspensions, team implementation, and coach assessment of schoolwide implementation                  Develop collaboration with multiple district departments and initiatives including True Success, diversity and cultural competency, classroom management, specialized behavioral interventions, and data warehousing and support                  Participate in regional leadership conferences and meetings.                  Ongoing coaching of school-based PBIS teams.</p> <p>SEE MEGS for Costs</p>	<p>Policy and Process, Behavioral Support Program, Direct Instruction, Professional Learning, Technology , Parent Involvement, Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$3609</p>	<p>High School Counselor and High School Principal</p>
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**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

<p>MTSS Coordinator - Title IV</p>	<p>The MTSS Coordinator/Coach will be responsible for the overall management of the Academic and Behavioral Interventions and Supports program including providing training and technical assistance to school teams and PBIS Coaches to maintain and develop school-wide PBIS systems. Facilitate sustainability and expansion of MTSS practices district-wide.          Provide and/or facilitate quality training at all three tiers of PBIS: universal, secondary and tertiary. Ongoing support to district level PBIS Coaches. Oversee district level data collection, management and analysis.          Train and provide ongoing technical and data analysis support to staff who use school-wide data collection systems          Train and provide ongoing technical and data analysis support to staff who use secondary tier data collection systems          Collect and monitor school and district databases to track and analyze student behavioral data including office discipline referrals, suspensions, team implementation, and coach assessment of school wide implementation          Develop collaboration with multiple district departments and initiatives including True Success, diversity and cultural competency, classroom management, specialized behavioral interventions, and data warehousing and support          Participate in regional leadership conferences and meetings.          Ongoing coaching of school-based PBIS teams.</p> <p>SEE MEGS for Costs</p>	<p>Teacher Collaboration, Career Preparation /Orientation, Technology, Academic Support Program, Parent Involvement</p>	<p>Tier 2</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$3609</p>	<p>MTSS Coordinator, Building Principals and Teaching Staff</p>
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**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

<p>MTSS Coordinator - Title IV</p>	<p>Under the direction of the PBIS Manager, the PBIS Coordinator/Coach will be responsible for the overall management of the Positive Behavioral Interventions and Supports program including providing training and technical assistance to school teams and PBIS Coaches to maintain and develop school-wide PBIS systems.                  Facilitate sustainability and expansion of PBIS practices district-wide.                  Provide and/or facilitate quality training at all three tiers of PBIS: universal, secondary and tertiary.                  Ongoing support to district level PBIS Coaches.                  Oversee district level data collection, management and analysis.                  Train and provide ongoing technical and data analysis support to staff who use school-wide data collection systems                  Train and provide ongoing technical and data analysis support to staff who use secondary tier data collection systems                  Collect and monitor school and district databases to track and analyze student behavioral data including office discipline referrals, suspensions, team implementation, and coach assessment of schoolwide implementation                  Develop collaboration with multiple district departments and initiatives including True Success, diversity and cultural competency, classroom management, specialized behavioral interventions, and data warehousing and support                  Participate in regional leadership conferences and meetings.                  Ongoing coaching of school-based PBIS teams.</p> <p>SEE MEGS for Costs</p>	<p>Policy and Process, Teacher Collaboration, Behavioral Support Program, Direct Instruction, Technology, Academic Support Program, Parent Involvement</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$3609</p>	<p>PBIS Coordinator, Building Principals, Teaching Staff</p>
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**Kenowa Hills Central Elementary School**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

Tier II Academic Intervention Specialists - Title I Part A	<p>KHPS has adopted the Response to Intervention (Rtl) framework as the MTTs. Our CNA shows gaps in subgroups' achievement. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p>	Academic Support Program	Tier 2	Monitor	08/25/2020	06/04/2021	\$115561	Academic Intervention Specialists, Elementary Principals, and Director of Curriculum and Instruction
*SEE MEGS for total costs								

2019-20 District Improvement Plan for 2020-21 School Year

Kenowa Hills Public Schools

<p>Tier II Academic Intervention Specialists - Section 31a</p>	<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTs. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>This Tier II intervention includes Middle School classes provided by Math and ELA teachers giving Tier II math and ELA support. There will also be a class at the Middle School focusing on Habits of Mind. The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.</p> <p>At the elementary level, our physical education, music, art and Spanish teachers will be trained by our instructional coaches to work with K-3 reading interventions with students when they are not teaching their specialist class.</p> <p>SEE MEGS for Funding</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$1625</p>	<p>K-12 Section 31a Academic Intervention Specialists, building Principals, and Director of Curriculum and Instruction</p>
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**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

<p>Reading and Writing Workshop</p>	<p>Our K-12 ELA staff has been using the MAISA materials as the core materials used in their Reading and Writing Workshop instruction. These MAISA units are aligned with our State ELA standards.</p> <p>KHPS Instructional Coaches will continue to support ELA instruction in our district.</p> <p>Our K-12 ELA classrooms each have a classroom library for students to choose books at their interest level and reading level. We budget replacement costs for each classroom library along with a small budget for new books.</p> <p>Our K-3 teachers use Phonics First and Grammar units as a supplement to their MAISA reading and writing units.</p> <p>In 2020-21 a leadership team of teachers will research and evaluate new KK-12 ELA materials and programming available. This is part of a 5-year curriculum cycle review.</p>	<p>Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$12000</p>	<p>Grades PreK-12 ELA staff and administrators</p>
<p>Science Kits and Professional Development</p>	<p>The CNA shows that science scores are below the state average, so our teacher and administrator teams reviewed research-based science programs and materials that would align with the State standards (NGSS). The Foss Science Kits were chosen as we found them the most engaging and rigorous science instruction of the choices. The Foss Science Kits were implemented in Grades 3 and 5 in 2016-17, grades 2 and 4 in 2017-18 and grades K and 1 in 2018-19. Grades 6-8 in 2019-20. Grades 6-8 teachers will get additional science training in 2020-21.</p> <p>In 2019-20 KHPS grades 6-8 science teachers will implement the Foss Science Instruction at the Middle School. This will give us K-8 alignment in our science curriculum.</p>	<p>Materials, Curriculum Development, Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$67500</p>	<p>Foss Science Trainers, Grade K-8 Science Teaching Staff and Administrators</p>

**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

<p>Tier II Academic Intervention Specialists - Title I Part A</p>	<p>KHPS has adopted the Response to Intervention (Rtl) framework as the MTTs. Our CNA shows gaps in subgroups' achievement. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>*SEE MEGS for total costs</p>	<p>Teacher Collaboration, Direct Instruction, Technology, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$115561</p>	<p>Academic Intervention Specialists, Elementary Principals, and Director of Curriculum and Instruction</p>
<p>Tier II Academic Intervention Specialists - Title I Part A</p>	<p>KHPS has adopted the Response to Intervention (Rtl) framework as the MTTs. Our CNA shows gaps in subgroups' achievement. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>*SEE MEGS for total costs</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$115561</p>	<p>Academic Intervention Specialists, Elementary Principals, and Director of Curriculum and Instruction.</p>

**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

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2019-20 District Improvement Plan for 2020-21 School Year

Kenowa Hills Public Schools

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**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

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2019-20 District Improvement Plan for 2020-21 School Year

Kenowa Hills Public Schools

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2019-20 District Improvement Plan for 2020-21 School Year

Kenowa Hills Public Schools

<p>Elementary STEM Specialist Class</p>	<p>Our CNA data shows that we have a weakness in science scores at the elementary level. It was decided to try to incorporate more NGSS STEM materials into the elementary curriculum.</p> <p>Two K-5 STEM specialist teachers were hired and will engage in STEM related lessons during the school year which started in February 2018. Kent ISD STEM consultants worked with the specialist STEM staff and created lessons for them to use to integrate STEM into their weekly specialist classes. Each STEM teacher sees each PreK-5 classroom for 45 minutes per week for instruction. In 2020-21 the elementary STEM teachers will continue to get new STEM equipment for their program.</p>	<p>Materials, Teacher Collaboration, Supplemental Materials, Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$7875</p>	<p>K-5 STEM Teachers, Curriculum Director</p>
<p>Elementary STEM Specialist Class</p>	<p>Our CNA data shows that we have a weakness in science scores at the elementary level. It was decided to try to incorporate more NGSS STEM materials into the elementary curriculum.</p> <p>Two K-5 STEM specialist teachers were hired and will engage in STEM related lessons during the school year which started in February 2018. Kent ISD STEM consultants worked with the specialist STEM staff and created lessons for them to use to integrate STEM into their weekly specialist classes. Each STEM teacher sees each PreK-5 classroom for 45 minutes per week for instruction.</p>	<p>Teacher Collaboration, Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$7875</p>	<p>K-5 STEM teachers, curriculum director</p>
<p>Elementary Math Curriculum Implementation</p>	<p>Kenowa Hills Public Schools has been working on district math programming and materials. Our district CNA shows gaps in math achievement that we are addressing with professional development and research-based math instructional materials. In 2018-19 our grades 6-8 implemented Cengage Big Ideas Math Program to use as their main instructional materials. Also during 2018-19, our high school staff reviewed and researched math materials for high school courses. They also adopted the Cengage Big Ideas Math Program to implement in 2019-20 for algebra and geometry courses. Middle School and High School teachers will continue to receive math instruction training in this program during the 2019-20 school year. The K-5 staff study team came to consensus on Bridges Mathematics Program for 2020-21 implementation and PD.</p>	<p>Materials, Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/20/2018</p>	<p>06/04/2021</p>	<p>\$180000</p>	<p>K-12 math teachers, assistant superintendent of curriculum and instruction and administrators</p>

**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

Essential Instructional Practices in Early Literacy	Our CNA shows gaps in reading with our subgroups. To improve reading achievement and reach a goal of all students reading by grade 3. KHPS has implemented a literacy coaching model that has all KHPS K-3 teaching staff receiving professional development related to the Essential Instructional Practices in Early Literacy. Each instructional coach spends time in classrooms and with teachers during PLC time to ensure that these researched instructional practices are implemented at the Tier 1 level.  KHPS also offers K-3 after school tutoring with transportation to students reading below grade level.	Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology, Parent Involvement	Tier 1	Implement	08/25/2020	06/04/2021	\$34000	K-5 teaching staff and instructional coaches
True Success SEL Program	True Success is an evidence-based social skills curriculum designed to unleash students' character potential. Classrooms use embedded lessons to engage students and teach positive behavior skills in a format that integrates with lessons in literacy and other core skills.	Behavioral Support Program, Academic Support Program	Tier 1	Monitor	08/25/2020	06/04/2021	\$11825	Administrators and Teaching Staff
Math Curriculum PD and Coaching	Elementary teaching staff will be implementing a new math program called Bridges Mathematics. PD to implement this program will be throughout the 2020-21 school year. Staff will also have coaching opportunities with our Kent Intermediate School District Mathematics Coach.	Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology, Academic Support Program	Tier 1	Implement	08/19/2020	06/04/2021	\$2200	Administrators, teachers, Kent ISD math coach, Bridges training staff

**Alpine Elementary School**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

Tier II Academic Intervention Specialists - Title I Part A	<p>KHPS has adopted the Response to Intervention (Rtl) framework as the MTTs. Our CNA shows gaps in subgroups' achievement. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p>	Academic Support Program	Tier 2	Monitor	08/25/2020	06/04/2021	\$115561	Academic Intervention Specialists, Elementary Principals, and Director of Curriculum and Instruction
*SEE MEGS for total costs								

2019-20 District Improvement Plan for 2020-21 School Year

Kenowa Hills Public Schools

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**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

<p>Reading and Writing Workshop</p>	<p>Our K-12 ELA staff has been using the MAISA materials as the core materials used in their Reading and Writing Workshop instruction. These MAISA units are aligned with our State ELA standards.</p> <p>KHPS Instructional Coaches will continue to support ELA instruction in our district.</p> <p>Our K-12 ELA classrooms each have a classroom library for students to choose books at their interest level and reading level. We budget replacement costs for each classroom library along with a small budget for new books.</p> <p>Our K-3 teachers use Phonics First and Grammar units as a supplement to their MAISA reading and writing units.</p> <p>In 2020-21 a leadership team of teachers will research and evaluate new KK-12 ELA materials and programming available. This is part of a 5-year curriculum cycle review.</p>	<p>Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$12000</p>	<p>Grades PreK-12 ELA staff and administrators</p>
<p>Science Kits and Professional Development</p>	<p>The CNA shows that science scores are below the state average, so our teacher and administrator teams reviewed research-based science programs and materials that would align with the State standards (NGSS). The Foss Science Kits were chosen as we found them the most engaging and rigorous science instruction of the choices. The Foss Science Kits were implemented in Grades 3 and 5 in 2016-17, grades 2 and 4 in 2017-18 and grades K and 1 in 2018-19. Grades 6-8 in 2019-20. Grades 6-8 teachers will get additional science training in 2020-21.</p> <p>In 2019-20 KHPS grades 6-8 science teachers will implement the Foss Science Instruction at the Middle School. This will give us K-8 alignment in our science curriculum.</p>	<p>Materials, Curriculum Development, Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$67500</p>	<p>Foss Science Trainers, Grade K-8 Science Teaching Staff and Administrators</p>

2019-20 District Improvement Plan for 2020-21 School Year

Kenowa Hills Public Schools

<p>KSSN Community School Support - Section 31a</p>	<p>Kent School Services Network (KSSN) brings health and human services into the school building to serve students and families. This idea is called a "community school."</p> <p>Placing services at school removes many barriers that families have, and helps keep students in class. When students are in class, they can keep learning and achieving.</p> <p>The goals of KSSN Staff:</p> <ul style="list-style-type: none"> <li>•Increase student achievement</li> <li>•Lower student absences</li> <li>•Improve coordination of services</li> <li>•Deliver health and human services as they are needed</li> </ul> <p>SEE MEGS for Cost</p>	<p>Teacher Collaboration, Behavioral Support Program, Community Engagement, Academic Support Program, Parent Involvement</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$4500</p>	<p>Building Staff, KSSN Staff and Building Principal</p>
<p>Tier II Academic Intervention Specialists - Title I Part A</p>	<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTs. Our CNA shows gaps in subgroups' achievement. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>*SEE MEGS for total costs</p>	<p>Teacher Collaboration, Direct Instruction, Technology, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$115561</p>	<p>Academic Intervention Specialists, Elementary Principals, and Director of Curriculum and Instruction</p>

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<p>Tier II Academic Intervention Specialists - Title I Part A</p>	<p>KHPS has adopted the Response to Intervention (Rtl) framework as the MTTs. Our CNA shows gaps in subgroups' achievement. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>*SEE MEGS for total costs</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$115561</p>	<p>Academic Intervention Specialists, Elementary Principals, and Director of Curriculum and Instruction.</p>

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**2019-20 District Improvement Plan for 2020-21 School Year**

Kenowa Hills Public Schools

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<p>Tier II Academic Intervention Specialists - Title I Part A</p>	<p>KHPS has adopted the Response to Intervention (Rtl) framework as the MTTS. Our CNA shows gaps in subgroups' achievement. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>*SEE MEGS for total costs</p>	<p>Teacher Collaboration, Direct Instruction, Technology, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$115561</p>	<p>Academic Intervention Specialists, Principals, and Director of Curriculum and Instruction.</p>

2019-20 District Improvement Plan for 2020-21 School Year

Kenowa Hills Public Schools

<p>Tier II Academic Intervention Specialists - Section 31a</p>	<p>KHPS has adopted the Response to Intervention (RtI) framework as the MTTs. The intent of this activity is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific activity in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Academic Intervention specialists do not disaggregate data or spend time on entrance/exit decisions. All data is coordinated and disaggregated through KHPS CMT data warehouse for eligibility (31a and Title I) as well as the discontinuing services. This allows for 100% of Tier II Academic Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.</p> <p>This Tier II intervention includes Middle School classes provided by Math and ELA teachers giving Tier II math and ELA support. There will also be a class at the Middle School focusing on Habits of Mind. The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.</p> <p>At the elementary level, our physical education, music, art and Spanish teachers will be trained by our instructional coaches to work with K-3 reading interventions with students when they are not teaching their specialist class.</p> <p>SEE MEGS for Funding</p>	<p>Teacher Collaboration, Direct Instruction, Technology, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$1625</p>	<p>Academic Interventionists, Middle School Principal, Curriculum Director, Elementary Specialist Teachers</p>
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<p>KSSN Community School Support - Section 31a</p>	<p>Kent School Services Network (KSSN) brings health and human services into the school building to serve students and families. This idea is called a "community school."</p> <p>Placing services at school removes many barriers that families have, and helps keep students in class. When students are in class, they can keep learning and achieving.</p> <p>The goals of KSSN Staff:</p> <ul style="list-style-type: none"> <li>•Increase student achievement</li> <li>•Lower student absences</li> <li>•Improve coordination of services</li> <li>•Deliver health and human services as they are needed</li> </ul> <p>SEE MEGS for Cost</p>	<p>Behavioral Support Program, Community Engagement, Academic Support Program, Parent Involvement</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$4500</p>	<p>KSSN Staff and Teachers</p>
<p>Elementary STEM Specialist Class</p>	<p>Our CNA data shows that we have a weakness in science scores at the elementary level. It was decided to try to incorporate more NGSS STEM materials into the elementary curriculum.</p> <p>Two K-5 STEM specialist teachers were hired and will engage in STEM related lessons during the school year which started in February 2018. Kent ISD STEM consultants worked with the specialist STEM staff and created lessons for them to use to integrate STEM into their weekly specialist classes. Each STEM teacher sees each PreK-5 classroom for 45 minutes per week for instruction. In 2020-21 the elementary STEM teachers will continue to get new STEM equipment for their program.</p>	<p>Materials, Teacher Collaboration, Supplemental Materials, Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$7875</p>	<p>K-5 STEM Teachers, Curriculum Director</p>
<p>Elementary STEM Specialist Class</p>	<p>Our CNA data shows that we have a weakness in science scores at the elementary level. It was decided to try to incorporate more NGSS STEM materials into the elementary curriculum.</p> <p>Two K-5 STEM specialist teachers were hired and will engage in STEM related lessons during the school year which started in February 2018. Kent ISD STEM consultants worked with the specialist STEM staff and created lessons for them to use to integrate STEM into their weekly specialist classes. Each STEM teacher sees each PreK-5 classroom for 45 minutes per week for instruction.</p>	<p>Teacher Collaboration, Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$7875</p>	<p>K-5 STEM teachers, curriculum director</p>

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<p>Elementary Math Curriculum Implementation</p>	<p>Kenowa Hills Public Schools has been working on district math programming and materials. Our district CNA shows gaps in math achievement that we are addressing with professional development and research-based math instructional materials. In 2018-19 our grades 6-8 implemented Cengage Big Ideas Math Program to use as their main instructional materials. Also during 2018-19, our high school staff reviewed and researched math materials for high school courses. They also adopted the Cengage Big Ideas Math Program to implement in 2019-20 for algebra and geometry courses. Middle School and High School teachers will continue to receive math instruction training in this program during the 2019-20 school year. The K-5 staff study team came to consensus on Bridges Mathematics Program for 2020-21 implementation and PD.</p>	<p>Materials, Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/20/2018</p>	<p>06/04/2021</p>	<p>\$180000</p>	<p>K-12 math teachers, assistant superintendent of curriculum and instruction and administrators</p>
<p>Essential Instructional Practices in Early Literacy</p>	<p>Our CNA shows gaps in reading with our subgroups. To improve reading achievement and reach a goal of all students reading by grade 3. KHPS has implemented a literacy coaching model that has all KHPS K-3 teaching staff receiving professional development related to the Essential Instructional Practices in Early Literacy. Each instructional coach spends time in classrooms and with teachers during PLC time to ensure that these researched instructional practices are implemented at the Tier 1 level.  KHPS also offers K-3 after school tutoring with transportation to students reading below grade level.</p>	<p>Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology, Parent Involvement</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$34000</p>	<p>K-5 teaching staff and instructional coaches</p>
<p>True Success SEL Program</p>	<p>True Success is an evidence-based social skills curriculum designed to unleash students' character potential. Classrooms use embedded lessons to engage students and teach positive behavior skills in a format that integrates with lessons in literacy and other core skills.</p>	<p>Behavioral Support Program, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/25/2020</p>	<p>06/04/2021</p>	<p>\$11825</p>	<p>Administrators and Teaching Staff</p>

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Math Curriculum PD and Coaching	Elementary teaching staff will be implementing a new math program called Bridges Mathematics. PD to implement this program will be throughout the 2020-21 school year. Staff will also have coaching opportunities with our Kent Intermediate School District Mathematics Coach.	Teacher Collaboration, Curriculum Development, Direct Instruction, Professional Learning, Technology, Academic Support Program	Tier 1	Implement	08/19/2020	06/04/2021	\$2200	Administrators, teachers, Kent ISD math coach, Bridges training staff
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