

# **2019-20 KHHS School Improvement Plan**

Kenowa Hills High School  
Kenowa Hills Public Schools

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## **Overview**

### **Plan Name**

2019-20 KHHS School Improvement Plan

### **Plan Description**

2019-20 KHHS SI Plan

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be proficient in math.	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$110000
2	All students will be proficient in reading.	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$110000
3	All students will be proficient in writing.	Objectives: 1 Strategies: 3 Activities: 8	Academic	\$110000
4	All students will be proficient in science.	Objectives: 1 Strategies: 3 Activities: 8	Academic	\$110000
5	All students will be proficient in social studies.	Objectives: 1 Strategies: 3 Activities: 8	Academic	\$110000
6	All students will achieve college and career readiness plans.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

## Goal 1: All students will be proficient in math.

### Measurable Objective 1:

40% of Eleventh grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the SAT in Mathematics by 06/01/2019 as measured by SAT.

### Strategy 1:

Guaranteed Viable Curriculum (GVC) - As referenced in What Works in Schools (ASCD, 2003), 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.

Indicator 1 The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is 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 reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

Indicator 8 In order to assure coherence across the entire system, district leaders have established a vision of powerful teaching and learning in collaboration with stakeholders. The district provides direction, assistance and resources to align, support, and enhance all parts of the system in seeking to successfully achieve this vision.

Category:

Research Cited: What Works in Schools (ASCD, 2003)

Correlates of Effective Schools (Lezotte, n.d.)

Tier:

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

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The staff needs to continue regularly scheduled time to meet and discuss the implementation of Personal Mastery and Gradual Release of Responsibility	Professional Learning, Technology	Tier 1	Implement	08/01/2019	06/01/2020	\$0	No Funding Required	All staff members are responsible for this activity.
<b>Activity - Professional Development</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Professional Development in the areas of personal mastery, Capturing Kids Hearts, and LMS training	Professional Learning, Technology	Tier 1	Implement	08/01/2019	06/01/2020	\$10000	Other	All staff members are responsible for this activity.
<b>Activity - Instructional Coaching - Collaborative Learning Labs</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
CLL's are an opportunity for teachers to observe intentional best practices and to see how they can incorporate those practices into their instruction. They have time to view these practices in action and then time to ask specific questions immediately after. This benefits both the host teachers and the guest teachers.	Teacher Collaboration	Tier 1	Implement	08/01/2019	06/01/2020	\$0	Title II Part A	All staff will be responsible for this activity.
<b>Activity - Extended School Year</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
2 week period at the end of each semester that allows students the opportunity to complete classes that they hadn't finished in the traditional allotted time.	Academic Support Program	Tier 2	Implement	08/01/2019	06/01/2020	\$0	Section 31a	Staff who apply for the positions.
<b>Activity - Summer School</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
A credit recovery opportunity for students who have failed a course.	Academic Support Program	Tier 2	Implement	06/01/2019	07/01/2019	\$0	Section 31a	Staff who apply for these positions.
<b>Activity - Big Ideas Curriculum Training</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

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All Math staff will be trained in the Big Ideas Curriculum.	Curriculum Development	Tier 1		05/31/2019	06/05/2020	\$0	General Fund	All Math staff.
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### Strategy 2:

Effective Instructional Framework - KHPS has adopted the MTTTS framework.

The intent of this strategy is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific strategy in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. 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 Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.

Category: Mathematics

Research Cited: Resources:

Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi)

MiBLSi Value Added Document

RTI Action Network

OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports

National Implementation Research Network

Michigan Department of Education's Implementation Guide for School-wide Positive Behavioral Interventions and Supports

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Tier:

Activity - Resource Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Self-contained resource support will be provided to our Special Education students who are on track to receive a diploma.	Academic Support Program	Tier 2	Evaluate	08/01/2019	06/01/2020	\$100000	Special Education	All staff members will be responsible for implementing the resource support model for our Special Education students.

Activity - Gradual Release of Responsibility - Focus Lesson and Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to improve our focus lessons. Continue to improve the implementation of intentional academic student collaboration.	Other - collaboration for students, Direct Instruction	Tier 1	Implement	08/01/2019	06/01/2020	\$0	Title II Part A	All staff are responsible for this activity.

**Strategy 3:**

Safe and Orderly Environment - We will solicit stakeholder feedback and follow through on the items that need to or can be addressed according to the feedback.



Capturing Kids Hearts will be revisited for all staff members.

Category: School Culture

Tier: Tier 1

Activity - Stakeholder Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to survey all stakeholders (students, staff, parents, community)	Other - stakeholder surveys	Tier 1	Evaluate	08/01/2019	06/01/2020	\$0	Title II Part A	All staff responsible for this activity.

## Goal 2: All students will be proficient in reading.

### Measurable Objective 1:

66% of Eleventh grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the SAT in Reading by 06/01/2019 as measured by SAT.

### Strategy 1:

Guaranteed Viable Curriculum - As referenced in What Works in Schools (ASCD, 2003), 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.

Indicator 1 The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is 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 reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

Indicator 8 In order to assure coherence across the entire system, district leaders have established a vision of powerful teaching and learning in collaboration with stakeholders. The district provides direction, assistance and resources to align, support, and enhance all parts of the system in seeking to successfully achieve this vision.

Category: English/Language Arts

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Research Cited: What Works in Schools (ASCD, 2003)

Correlates of Effective Schools (Lezotte, n.d.)

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development in the areas of personal mastery, Capturing Kids Hearts, and LMS training.	Professional Learning, Technology	Tier 1	Implement	08/01/2019	06/01/2020	\$10000	Other	All staff members are responsible for this activity.
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff needs to continue regularly scheduled time to meet and discuss the implementation of Personal Mastery and Gradual Release of Responsibility	Professional Learning, Technology	Tier 1		08/01/2019	06/01/2020	\$0	No Funding Required	All staff members are responsible for this activity.
Activity - Workshop model training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA department continue to implement reading workshop model in all ELA classes that encourages student choice reading and accountability in order to improve students' reading stamina, fluency, and comprehensive.	Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/01/2019	06/01/2020	\$0	No Funding Required	ELA teachers will be responsible for this activity.
Activity - Instructional Coaching - Collaborative Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CLL's are an opportunity for teachers to observe intentional best practices and to see how they can incorporate those practices into their instruction. They have time to view practices in action and then time to ask specific questions immediately after. This benefits both the host teachers and the guest teachers.	Teacher Collaboration	Tier 1		08/01/2019	06/01/2020	\$0	Title II Part A	All staff are responsible for this activity.
Activity - Extended School Year	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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2 week period at the end of each semester that allows students the opportunity to complete classes that they hadn't finished in the traditional allotted time.	Academic Support Program	Tier 2		08/01/2019	06/01/2020	\$0	Section 31a	Staff who apply for the positions
Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A credit recovery opportunity for students who have failed a course.	Academic Support Program	Tier 2	Evaluate	08/01/2019	06/01/2020	\$0	Section 31a	Staff who apply for these positions

**Strategy 2:**

Effective Instructional Framework - KHPS has adopted MTTTS framework.

The intent is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific strategy in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. 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 Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.

Category: English/Language Arts

Research Cited: Resources:

Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi)

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Tier:

Activity - Resource Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Self-contained resource support will be provided to our Special Education students who are on track to receive a diploma.	Academic Support Program	Tier 2	Evaluate	08/01/2019	06/01/2020	\$100000	Special Education	All staff members will be responsible for implementing the resource support model for our Special Education students.

Activity - Gradual Release of Responsibility - Focus Lesson and Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to improve our focus lessons. Continue to improve the implementation of intentional academic student collaboration.	Other - collaboration for students, Direct Instruction	Tier 1	Implement	08/01/2019	06/01/2020	\$0	Title II Part A	All staff are responsible for this activity.

**Strategy 3:**

Safe and Orderly Environment - We will solicit stakeholder feedback and follow through on the items that need to or can be addressed according to the feedback.

Capturing Kids Hearts will be revisited for all staff members.

Category: School Culture

Tier:

Activity - Stakeholder Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to survey all stakeholders (students, staff, parents and community)	Other - stakeholder surveys		Evaluate	08/01/2019	06/01/2020	\$0	Title II Part A	All staff are responsible for this activity.

### Goal 3: All students will be proficient in writing.

**Measurable Objective 1:**

66% of Eleventh grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in writing on SAT in English Language Arts by 06/01/2019 as measured by SAT.

**Strategy 1:**

Guaranteed Viable Curriculum - As referenced in What Works in Schools (ASCD, 2003), 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. Indicator 1 The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is 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 reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students. Indicator 8 In order to assure coherence across the entire system, district leaders have established a vision of powerful teaching and learning in collaboration with stakeholders. The district provides direction, assistance and resources to align, support, and enhance all parts of the system in seeking to successfully achieve this vision.

Category: Other - Writing

Research Cited: Research

What Works in Schools (ASCD, 2003) Correlates of Effective Schools (Lezotte, n.d.)

- Activities: • Professional Development
- Professional Learning Communities
- Inferences/Conclusions
- Objectives and Exit Tickets

Tier:

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

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The staff needs to continue regularly scheduled time to meet and discuss the implementation of Personal Mastery and Gradual Release of Responsibility.	Professional Learning, Technology	Tier 1	Implement	08/01/2019	06/01/2020	\$0	No Funding Required	All staff are responsible for this activity.
<b>Activity - Professional Development</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Professional Development in the areas of personal mastery, Capturing Kids Hearts, and LMS training.	Professional Learning, Technology			08/01/2019	06/01/2020	\$10000	Other	All staff members are responsible for this activity.
<b>Activity - Instructional Coaching - Collaborative Learning Labs</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
CLL's are an opportunity for teachers to observe intentional best practices and to see how they can incorporate those practices into their instruction. They have time to view these practices in action and then time to ask specific questions immediately after. This benefits the both the host teachers and the guest teachers.	Teacher Collaboration	Tier 1	Monitor	08/01/2019	06/01/2020	\$0	Title II Part A	All staff will be responsible for this activity.
<b>Activity - Extended School Year</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
2 week period at the end of each semester that allows students the opportunity to complete classes that they hadn't finished in the traditional allotted time.	Academic Support Program	Tier 2	Monitor	08/01/2019	06/01/2020	\$0	Section 31a	Staff who apply for the positions
<b>Activity - Summer School</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
A credit recovery opportunity for students who have failed a course.	Academic Support Program	Tier 2	Monitor	08/01/2019	06/01/2020	\$0	Section 31a	Staff who apply for these positions.

### Strategy 2:

Effective Instructional Framework -

KHPS has adopted MTTTS framework. The intent is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific strategy in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. Intervention specialists do not disaggregate data or spend time on entrance/exit decisions.

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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 Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.

Category: English/Language Arts

Research Cited: Resources:

Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi)

MiBLSi Value Added Document

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Tier:

Activity - Resource Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Self-contained resource support will be provided to our Special Education students who are on track to receive a diploma.	Academic Support Program	Tier 2	Monitor	08/01/2019	06/01/2020	\$100000	Special Education	All staff members will be responsible for implementing the resource support model for our Special Education students.
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Activity - Gradual Release of Responsibility - Focus Lesson and Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to improve our focus lessons. Continue to improve the implementation of intentional academic student collaboration.	Other - collaboration for students, Direct Instruction	Tier 1	Implement	08/01/2019	06/01/2020	\$0	Title II Part A	All staff are responsible for this activity

### Strategy 3:

Safe and Orderly Environment - We will solicit stakeholder feedback and follow through on the items that need to or can be addressed according to the feedback.

Capturing Kids Hearts will be revisited for all staff members.

Category: School Culture

Tier:

Activity - Stakeholder Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to survey all stakeholders (students, staff, parents, community)	Other - stakeholder surveys			08/01/2019	06/01/2020	\$0	Title II Part A	All staff are responsible for this activity

## Goal 4: All students will be proficient in science.

### Measurable Objective 1:

40% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the 2019 M-Step in Science by 06/01/2019 as measured by M-step.



**Strategy 1:**

Effective Instructional Framework - KHPS has adopted the MTTS framework.

The intent of this strategy is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific strategy in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. 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 Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.

Category: Science

Research Cited: Resources:

Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi)

MiBLSi Value Added Document

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National Implementation Research Network

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Tier:

Activity - Resource Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Self-contained resource support will be provided to our Special Education students who are on track to receive a diploma.	Academic Support Program	Tier 2	Monitor	08/01/2019	06/01/2020	\$100000	Special Education	All staff members will be responsible for implementing the resource support model for our Special Education students.
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Activity - Gradual Release of Responsibility - Focus Lesson and Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to improve our focus lessons. Continue to improve the implementation of intentional academic student collaboration.	Other - collaboration for students, Direct Instruction	Tier 1	Implement	08/01/2019	06/01/2020	\$0	Title II Part A	All staff are responsible for this activity.

### Strategy 2:

Guaranteed Viable Curriculum - As referenced in What Works in Schools (ASCD, 2003), 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. Indicator 1 The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is 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 reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students. Indicator 8 In order to assure coherence across the entire system, district leaders have established a vision of powerful teaching and learning in collaboration with stakeholders. The district provides direction, assistance and resources to align, support, and enhance all parts of the system in seeking to successfully achieve this vision.

Category: Science

Research Cited: What Works in Schools (ASCD, 2003)

Correlates of Effective Schools (Lezotte, n.d.)

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Professional Development in the areas of personal mastery, Capturing Kids Hearts, and LMS training	Professional Learning, Technology	Tier 1		08/01/2019	06/01/2020	\$10000	Other	All staff members will be responsible for this activity.
<b>Activity - Professional Learning Communities</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The staff needs to continue regularly scheduled time to meet and discuss the implementation of Personal Mastery and Gradual Release of Responsibility	Professional Learning, Technology			08/01/2019	06/01/2020	\$0	No Funding Required	All staff members are responsible for this activity.
<b>Activity - Instructional Coaching - Collaborative Learning Labs</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
CLL's are an opportunity for teachers to observe intentional best practices and to see how they can incorporate those practices into their instruction. They have time to view these practices in action and then time to ask specific questions immediately after. This benefits both the host teachers and the guest teachers.	Teacher Collaboration	Tier 1	Monitor	08/01/2019	06/01/2020	\$0	Title II Part A	All staff are responsible for this activity.
<b>Activity - Extended School Year</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
2 week period at the end of each semester that allows students the opportunity to complete classes that they hadn't finished in the traditional allotted time.	Academic Support Program	Tier 2	Monitor	08/01/2019	06/01/2020	\$0	Section 31a	Staff who apply for these positions.
<b>Activity - Summer School</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
A credit recovery opportunity for students who have failed a course.	Academic Support Program	Tier 2	Monitor	08/01/2019	06/01/2020	\$0	Section 31a	Staff who apply for these positions

### Strategy 3:

Safe and Orderly Environment - We will solicit stakeholder feedback and follow through on the items that need to or can be addressed according to the feedback.

Capturing Kids Hearts will be revisited for all staff members.

Category: School Culture

Tier:

Activity - Stakeholder Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to survey all stakeholders (students, staff, parents, community)	Other - stakeholder surveys			08/01/2019	06/01/2020	\$0	Title II Part A	All staff are responsible for this activity.

## Goal 5: All students will be proficient in social studies.

### Measurable Objective 1:

40% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on M-Step in Social Studies by 06/01/2019 as measured by M-step.

### Strategy 1:

Effective Instructional Framework - KHPS has adopted the MTTS framework.

The intent of this strategy is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. This specific strategy in our District Improvement Plan deals with our Tier II supplemental services and supports provided by our Intervention Specialists. KHPS Tier II Intervention Specialists provide supplementary, direct instruction to struggling learners. 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 Intervention Specialists' time and efforts to be focused on supplementary, direct instruction.

Category: Social Studies

Research Cited: Resources:

Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi)

MiBLSi Value Added Document

RTI Action Network

OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports

National Implementation Research Network

Michigan Department of Education's Implementation Guide for School-wide Positive Behavioral Interventions and Supports

PBIS Wiki

Tier:

Activity - Resource Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Self-contained resource support will be provided to our Special Education students who are on track to receive a diploma.	Academic Support Program	Tier 2	Monitor	08/01/2019	06/01/2020	\$100000	Special Education	All staff members will be responsible for implementing the resource support model for our Special Education students.

Activity - Gradual Release of Responsibility - Focus Lesson and Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to improve our focus lessons. Continue to improve the implementation of intentional academic student collaboration.	Other - collaboration for students, Direct Instruction	Tier 1		08/01/2019	06/01/2020	\$0	Title II Part A	All staff are responsible for this activity.

**Strategy 2:**

Guaranteed Viable Curriculum (GVC). - As referenced in What Works in Schools (ASCD, 2003), 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. Indicator 1 The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a

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common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students. Indicator 8 In order to assure coherence across the entire system, district leaders have established a vision of powerful teaching and learning in collaboration with stakeholders. The district provides direction, assistance and resources to align, support, and enhance all parts of the system in seeking to successfully achieve this vision.

Category: Social Studies

Research Cited: What Works in Schools (ASCD, 20030

Correlates of Effective Schools (Lezotte, n.d.)

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development in the areas of personal mastery, Capturing Kids Hearts, and LMS training	Professional Learning, Technology			08/01/2019	06/01/2020	\$10000	Other	All staff members are responsible for this activity.

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff needs to continue regularly scheduled time to meet and discuss the implementation of Personal Mastery and Gradual Release of Responsibility	Professional Learning, Technology			08/01/2019	06/01/2020	\$0	No Funding Required	All staff members are responsible for this activity.

Activity - Instructional Coaching - Collaborative Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CLL's are an opportunity for teachers to observe intentional best practices and to see how they can incorporate those practices into their instruction. They have time to view these practices in action and then time to ask specific questions immediately after. This benefits both the host teachers and the guest teachers.	Teacher Collaboration	Tier 1	Monitor	08/01/2019	06/01/2020	\$0	Title II Part A	All staff are responsible for this activity.

Activity - Extended School Year	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2 week period at the end of each semester that allows students the opportunity to complete classes that they hadn't finished in the traditional allotted time.	Academic Support Program	Tier 2	Monitor	08/01/2019	06/01/2020	\$0	Section 31a	Staff who apply for the positions.
Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A credit recovery opportunity for students who have failed a course.	Academic Support Program	Tier 2	Monitor	08/01/2019	06/01/2020	\$0	Section 31a	Staff who apply for these positions.

### Strategy 3:

Safe and Orderly Environment - We will solicit stakeholder feedback and follow through on the items that need to or can be addressed according to the feedback.

Capturing Kids Hearts will be revisited for all staff members.

Category: School Culture

Tier:

Activity - Stakeholder Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to survey all stakeholders (students, staff, parents, community)	Other - stakeholder surveys		Evaluate	08/01/2019	06/01/2020	\$0	Title II Part A	All staff are responsible for this activity.

## Goal 6: All students will achieve college and career readiness plans.

### Measurable Objective 1:

100% of All Students will achieve college and career readiness by demonstrating the skills needed to move forward in their chosen path. in Career & Technical by 06/05/2020 as measured by Completion of resume, letters of interest, letters of recommendation, and a documented college or career plan..

### Strategy 1:

College and Career Planning - Students will engage in updating and utilizing college/career planning assessments to finalize post-graduation plans.

Category: Career and College Ready

Research Cited: Career and College Ready: UC Davis

<https://icc.ucdavis.edu/research/career-planning>

Tier: Tier 1

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Activity - SAT/College-Career Prep Class and Advisory Time Dedicated to College/Career Prep	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The class and Advisory time will prepare students for success on both the SAT as well as moving them forward with planning and implementation of college and career planning. This includes resume writing, as well as learning how to create other documents for a college or career portfolio and obtaining letters of recommendation.	Career Preparation /Orientation	Tier 1	Getting Ready	09/02/2019	06/05/2020	\$0	No Funding Required	Principal, counselors, all staff members.



## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended School Year	2 week period at the end of each semester that allows students the opportunity to complete classes that they hadn't finished in the traditional allotted time.	Academic Support Program	Tier 2	Monitor	08/01/2019	06/01/2020	\$0	Staff who apply for these positions.
Extended School Year	2 week period at the end of each semester that allows students the opportunity to complete classes that they hadn't finished in the traditional allotted time.	Academic Support Program	Tier 2	Implement	08/01/2019	06/01/2020	\$0	Staff who apply for the positions.
Summer School	A credit recovery opportunity for students who have failed a course.	Academic Support Program	Tier 2	Implement	06/01/2019	07/01/2019	\$0	Staff who apply for these positions.
Summer School	A credit recovery opportunity for students who have failed a course.	Academic Support Program	Tier 2	Monitor	08/01/2019	06/01/2020	\$0	Staff who apply for these positions.
Extended School Year	2 week period at the end of each semester that allows students the opportunity to complete classes that they hadn't finished in the traditional allotted time.	Academic Support Program	Tier 2	Monitor	08/01/2019	06/01/2020	\$0	Staff who apply for the positions.
Summer School	A credit recovery opportunity for students who have failed a course.	Academic Support Program	Tier 2	Evaluate	08/01/2019	06/01/2020	\$0	Staff who apply for these positions
Extended School Year	2 week period at the end of each semester that allows students the opportunity to complete classes that they hadn't finished in the traditional allotted time.	Academic Support Program	Tier 2		08/01/2019	06/01/2020	\$0	Staff who apply for the positions
Extended School Year	2 week period at the end of each semester that allows students the opportunity to complete classes that they hadn't finished in the traditional allotted time.	Academic Support Program	Tier 2	Monitor	08/01/2019	06/01/2020	\$0	Staff who apply for the positions

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Summer School	A credit recovery opportunity for students who have failed a course.	Academic Support Program	Tier 2	Monitor	08/01/2019	06/01/2020	\$0	Staff who apply for these positions
Summer School	A credit recovery opportunity for students who have failed a course.	Academic Support Program	Tier 2	Monitor	08/01/2019	06/01/2020	\$0	Staff who apply for these positions.

**No Funding Required**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Communities	The staff needs to continue regularly scheduled time to meet and discuss the implementation of Personal Mastery and Gradual Release of Responsibility	Professional Learning, Technology	Tier 1	Implement	08/01/2019	06/01/2020	\$0	All staff members are responsible for this activity.
Professional Learning Communities	The staff needs to continue regularly scheduled time to meet and discuss the implementation of Personal Mastery and Gradual Release of Responsibility	Professional Learning, Technology	Tier 1		08/01/2019	06/01/2020	\$0	All staff members are responsible for this activity.
Professional Learning Communities	The staff needs to continue regularly scheduled time to meet and discuss the implementation of Personal Mastery and Gradual Release of Responsibility	Professional Learning, Technology			08/01/2019	06/01/2020	\$0	All staff members are responsible for this activity.
Workshop model training	ELA department continue to implement reading workshop model in all ELA classes that encourages student choice reading and accountability in order to improve students' reading stamina, fluency, and comprehensive.	Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/01/2019	06/01/2020	\$0	ELA teachers will be responsible for this activity.
SAT/College-Career Prep Class and Advisory Time Dedicated to College/Career Prep	The class and Advisory time will prepare students for success on both the SAT as well as moving them forward with planning and implementation of college and career planning. This includes resume writing, as well as learning how to create other documents for a college or career portfolio and obtaining letters of recommendation.	Career Preparation /Orientation	Tier 1	Getting Ready	09/02/2019	06/05/2020	\$0	Principal, counselors, all staff members.

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Professional Learning Communities	The staff needs to continue regularly scheduled time to meet and discuss the implementation of Personal Mastery and Gradual Release of Responsibility	Professional Learning, Technology			08/01/2019	06/01/2020	\$0	All staff members are responsible for this activity.
Professional Learning Communities	The staff needs to continue regularly scheduled time to meet and discuss the implementation of Personal Mastery and Gradual Release of Responsibility.	Professional Learning, Technology	Tier 1	Implement	08/01/2019	06/01/2020	\$0	All staff are responsible for this activity.

**General Fund**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Big Ideas Curriculum Training	All Math staff will be trained in the Big Ideas Curriculum.	Curriculum Development	Tier 1		05/31/2019	06/05/2020	\$0	All Math staff.

**Other**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Professional Development in the areas of personal mastery, Capturing Kids Hearts, and LMS training	Professional Learning, Technology	Tier 1	Implement	08/01/2019	06/01/2020	\$10000	All staff members are responsible for this activity.
Professional Development	Professional Development in the areas of personal mastery, Capturing Kids Hearts, and LMS training.	Professional Learning, Technology	Tier 1	Implement	08/01/2019	06/01/2020	\$10000	All staff members are responsible for this activity.
Professional Development	Professional Development in the areas of personal mastery, Capturing Kids Hearts, and LMS training	Professional Learning, Technology	Tier 1		08/01/2019	06/01/2020	\$10000	All staff members will be responsible for this activity.

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Professional Development	Professional Development in the areas of personal mastery, Capturing Kids Hearts, and LMS training.	Professional Learning, Technology			08/01/2019	06/01/2020	\$10000	All staff members are responsible for this activity.
Professional Development	Professional Development in the areas of personal mastery, Capturing Kids Hearts, and LMS training	Professional Learning, Technology			08/01/2019	06/01/2020	\$10000	All staff members are responsible for this activity.

**Title II Part A**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Coaching - Collaborative Learning Labs	CLL's are an opportunity for teachers to observe intentional best practices and to see how they can incorporate those practices into their instruction. They have time to view these practices in action and then time to ask specific questions immediately after. This benefits both the host teachers and the guest teachers.	Teacher Collaboration	Tier 1	Monitor	08/01/2019	06/01/2020	\$0	All staff are responsible for this activity.
Stakeholder Feedback	Continue to survey all stakeholders (students, staff, parents, community)	Other - stakeholder surveys		Evaluate	08/01/2019	06/01/2020	\$0	All staff are responsible for this activity.
Instructional Coaching - Collaborative Learning Labs	CLL's are an opportunity for teachers to observe intentional best practices and to see how they can incorporate those practices into their instruction. They have time to view these practices in action and then time to ask specific questions immediately after. This benefits both the host teachers and the guest teachers.	Teacher Collaboration	Tier 1	Monitor	08/01/2019	06/01/2020	\$0	All staff are responsible for this activity.
Gradual Release of Responsibility - Focus Lesson and Collaboration	Continue to improve our focus lessons. Continue to improve the implementation of intentional academic student collaboration.	Other - collaboration for students, Direct Instruction	Tier 1	Implement	08/01/2019	06/01/2020	\$0	All staff are responsible for this activity.
Stakeholder Feedback	Continue to survey all stakeholders (students, staff, parents, community)	Other - stakeholder surveys	Tier 1	Evaluate	08/01/2019	06/01/2020	\$0	All staff responsible for this activity.

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Gradual Release of Responsibility - Focus Lesson and Collaboration	Continue to improve our focus lessons. Continue to improve the implementation of intentional academic student collaboration.	Other - collaboration for students, Direct Instruction	Tier 1	Implement	08/01/2019	06/01/2020	\$0	All staff are responsible for this activity.
Gradual Release of Responsibility - Focus Lesson and Collaboration	Continue to improve our focus lessons. Continue to improve the implementation of intentional academic student collaboration.	Other - collaboration for students, Direct Instruction	Tier 1		08/01/2019	06/01/2020	\$0	All staff are responsible for this activity.
Instructional Coaching - Collaborative Learning Labs	CLL's are an opportunity for teachers to observe intentional best practices and to see how they can incorporate those practices into their instruction. They have time to view practices in action and then time to ask specific questions immediately after. This benefits both the host teachers and the guest teachers.	Teacher Collaboration	Tier 1		08/01/2019	06/01/2020	\$0	All staff are responsible for this activity.
Stakeholder Feedback	Continue to survey all stakeholders (students, staff, parents and community)	Other - stakeholder surveys		Evaluate	08/01/2019	06/01/2020	\$0	All staff are responsible for this activity.
Stakeholder Feedback	Continue to survey all stakeholders (students, staff, parents, community)	Other - stakeholder surveys			08/01/2019	06/01/2020	\$0	All staff are responsible for this activity.
Instructional Coaching - Collaborative Learning Labs	CLL's are an opportunity for teachers to observe intentional best practices and to see how they can incorporate those practices into their instruction. They have time to view these practices in action and then time to ask specific questions immediately after. This benefits both the host teachers and the guest teachers.	Teacher Collaboration	Tier 1	Implement	08/01/2019	06/01/2020	\$0	All staff will be responsible for this activity.
Gradual Release of Responsibility - Focus Lesson and Collaboration	Continue to improve our focus lessons. Continue to improve the implementation of intentional academic student collaboration.	Other - collaboration for students, Direct Instruction	Tier 1	Implement	08/01/2019	06/01/2020	\$0	All staff are responsible for this activity
Stakeholder Feedback	Continue to survey all stakeholders (students, staff, parents, community)	Other - stakeholder surveys			08/01/2019	06/01/2020	\$0	All staff are responsible for this activity

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Instructional Coaching - Collaborative Learning Labs	CLL's are an opportunity for teachers to observe intentional best practices and to see how they can incorporate those practices into their instruction. They have time to view these practices in action and then time to ask specific questions immediately after. This benefits the both the host teachers and the guest teachers.	Teacher Collaboration	Tier 1	Monitor	08/01/2019	06/01/2020	\$0	All staff will be responsible for this activity.
Gradual Release of Responsibility - Focus Lesson and Collaboration	Continue to improve our focus lessons. Continue to improve the implementation of intentional academic student collaboration.	Other - collaboration for students, Direct Instruction	Tier 1	Implement	08/01/2019	06/01/2020	\$0	All staff are responsible for this activity.

### Special Education

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Resource Support	Self-contained resource support will be provided to our Special Education students who are on track to receive a diploma.	Academic Support Program	Tier 2	Monitor	08/01/2019	06/01/2020	\$100000	All staff members will be responsible for implementing the resource support model for our Special Education students.
Resource Support	Self-contained resource support will be provided to our Special Education students who are on track to receive a diploma.	Academic Support Program	Tier 2	Monitor	08/01/2019	06/01/2020	\$100000	All staff members will be responsible for implementing the resource support model for our Special Education students.

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Resource Support	Self-contained resource support will be provided to our Special Education students who are on track to receive a diploma.	Academic Support Program	Tier 2	Monitor	08/01/2019	06/01/2020	\$100000	All staff members will be responsible for implementing the resource support model for our Special Education students.
Resource Support	Self-contained resource support will be provided to our Special Education students who are on track to receive a diploma.	Academic Support Program	Tier 2	Evaluate	08/01/2019	06/01/2020	\$100000	All staff members will be responsible for implementing the resource support model for our Special Education students.
Resource Support	Self-contained resource support will be provided to our Special Education students who are on track to receive a diploma.	Academic Support Program	Tier 2	Evaluate	08/01/2019	06/01/2020	\$100000	All staff members will be responsible for implementing the resource support model for our Special Education students.