

# **2019-2020 School Improvement Goals**

Kenowa Hills Pathways High School

Kenowa Hills Public Schools

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## Overview

### Plan Name

2019-2020 School Improvement Goals

### 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 student will be proficient in English Language Arts.	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$0
2	All Students will be proficient in Math.	Objectives: 1 Strategies: 3 Activities: 7	Organizational	\$0
3	All students will be proficient in Science.	Objectives: 1 Strategies: 3 Activities: 7	Organizational	\$0
4	All students will be proficient in Social Studies	Objectives: 1 Strategies: 3 Activities: 7	Organizational	\$0
5	All Students will determine post secondary plans.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

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

### Measurable Objective 1:

A total of 74 All Students will achieve college and career readiness through multiple measures of success. in English Language Arts by 06/05/2020 as measured by common assessments, PSAT, SAT, and WorkKeys. .

### Strategy 1:

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

Category: 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.

Tier: Tier 1

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	Implement	08/19/2019	06/05/2020	\$0	Section 31a	All Staff Members are responsible for this activity.

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, intervention strategies, and LMS training	Professional Learning, Technology	Tier 1	Implement	08/19/2019	06/05/2020	\$0	Other	All staff members 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 the school year that allows students the opportunity to complete classes that they hadn't finished in the traditional allotted time.	Academic Support Program	Tier 2	Implement	08/19/2019	06/05/2020	\$0	No Funding Required	Staff who apply for the positions are responsible.
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### Strategy 2:

Safe and Orderly Environment - A learning community in which staff, students, parents and the community perceive and describe as safe and orderly. Stakeholders have roles that are defined in the decision-making process regarding school initiatives.

Category: School Culture

Research Cited: •Marzano, R. J. (2003). What works in schools: Translating research into action. Alexandria, Va: Association for Supervision and Curriculum Development. What Works in Schools (ASCD, 2003) •Reeves, M. A., Kanan, L. M., & Plog, A. E. (2010). Comprehensive planning for safe learning environments: A school professional's guide to integrating physical and psychological safety. New York, NY: Routledge.

Tier: Tier 1

Activity - Stakeholder 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 Survey's			08/19/2019	06/05/2020	\$0	No Funding Required	All staff responsible for this activity.

Activity - Social & Emotional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained on using Capturing Kids Hearts in the class room and implement with fidelity.	Behavioral Support Program	Tier 1	Implement	08/19/2019	06/05/2020	\$0	Other	All staff are responsible for this activity.

### Strategy 3:

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

-Students advance upon mastery.

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- Competencies include explicit, measurable, transferable learning standards that empower students.
- Assessment is meaningful and a positive learning experience for students.
- Students receive timely, differentiated support based on their individual learning needs.
- Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

Category: Career and College Ready

Research Cited: Research Cited: Maximizing Competency Education and Blended Learning: Insights from Experts, CompetencyWorks Issue Brief (March 2015) by Susan Patrick and Chris Sturgis. •A K–12 Federal Policy Framework for Competency Education: Building Capacity for Systems Change by Maria Worthen and Lillian Pace, February 2014. •Delorenzo, Richard A., and Wendy Battino. Delivering on the promise: The education revolution. Solution Tree Press, 2013. Bramante, Fred & Colby, Rose, Off the Clock: Moving Education from Time to Competency, Corwin, 2012. 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 - Online Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will access their course through an online delivery platform that will allow flexibility of pacing, customized learning, and 1:1 instruction.	Technology , Direct Instruction	Tier 1		08/19/2019	06/05/2020	\$0	General Fund	All Staff will be responsible for this activity.
Activity - Career and Employability Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be exposed to various career and employability opportunities through career fairs, job shadows, internships, guest speakers and company visits.	Career Preparation /Orientation	Tier 1	Implement	08/19/2019	06/05/2020	\$0	Section 31a	All staff are responsible for this activity.

## Goal 2: All Students will be proficient in Math.

### Measurable Objective 1:

achieve college and career readiness through multiple measures of success. by 06/05/2020 as measured by common assessments, PSAT, SAT, and WorkKeys.

### Strategy 1:

Guaranteed and Viable Curriculum - A Guaranteed and Viable Curriculum (GVC) - The essential components of a GVC include: 1) essential content identified for all students; 2) adequate time for students to master the essential content; 3) both instruction and assessment that is aligned with the essential content; 4) consistent use

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of vocabulary used in all classes (regardless of teacher, building, or course section); and 5) a focus on student achievement goals and targets.

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Tier: Tier 1

Activity - 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	Implement	08/19/2019	06/05/2020	\$0	No Funding Required	All staff members are responsible for this activity.

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, intervention strategies, and LMS training.	Professional Learning, Technology	Tier 1	Implement	08/19/2019	06/05/2020	\$0	No Funding Required	All staff members are responsible for this activity.

Activity - Extended School Year	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2 week period at the end of the school year that allows students the opportunity to complete classes that they hadn't finished in the traditional allotted time.	Academic Support Program	Tier 2	Implement	08/19/2019	06/05/2020	\$0	Section 31a	Staff who apply for the positions.

### Strategy 2:

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.

Category: School Culture

Research Cited: •Marzano, R. J. (2003). What works in schools: Translating research into action. Alexandria, Va: Association for Supervision and Curriculum Development. What Works in Schools (ASCD, 2003) •Reeves, M. A., Kanan, L. M., & Plog, A. E. (2010). Comprehensive planning for safe learning environments: A school professional's guide to integrating physical and psychological safety. New York, NY: Routledge.

Tier: Tier 1



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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 Feedback	Tier 1	Implement	08/19/2019	06/05/2020	\$0	No Funding Required	All staff responsible for this activity.

  

Activity - Social & Emotional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained on using Capturing Kids Hearts in the classroom and implement with fidelity.	Behavioral Support Program	Tier 1	Implement	08/19/2019	06/05/2020	\$0	Other	All staff are responsible for this activity.

### Strategy 3:

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

- Students advance upon mastery.
- Competencies include explicit, measurable, transferable learning standards that empower students.
- Assessment is meaningful and a positive learning experience for students.
- Students receive timely, differentiated support based on their individual learning needs.
- Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

Category: Career and College Ready

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Tier: Tier 1

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Activity - Online Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will access their course through an online delivery platform that will allow flexibility of pacing, customized learning, and 1:1 instruction.	Technology , Direct Instruction	Tier 1	Implement	08/19/2019	06/05/2020	\$0	General Fund	All staff will be responsible for this activity.

Activity - Career and Employability Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be exposed to various career and employability opportunities through career fairs, job shadows, internships, guest speakers and company visits.	Career Preparation /Orientation	Tier 1	Implement	08/19/2019	06/05/2020	\$0	Section 31a	All staff are responsible for this activity.

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

#### Measurable Objective 1:

achieve college and career readiness through multiple measures of success. by 06/05/2020 as measured by common assessments, PSAT, SAT, and WorkKeys..

#### Strategy 1:

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

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Tier: Tier 1

Activity - 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		08/19/2019	06/05/2020	\$0	No Funding Required	All Staff Members are responsible for this activity.

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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, intervention strategies, and LMS training	Professional Learning, Technology	Tier 1	Implement	08/19/2019	06/05/2020	\$0	Other	All staff members are responsible for this activity.

Activity - Extended School Year	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2 week period at the end of the school year that allows students the opportunity to complete classes that they hadn't finished in the traditional allotted time.	Academic Support Program	Tier 2	Implement	08/19/2019	06/05/2020	\$0	Section 31a	Staff who apply for the positions are responsible.

### Strategy 2:

Safe and Orderly Environment - A learning community in which staff, students, parents and the community perceive and describe as safe and orderly. Stakeholders have roles that are defined in the decision-making process regarding school initiatives.

Category: School Culture

Research Cited: •Marzano, R. J. (2003). What works in schools: Translating research into action. Alexandria, Va: Association for Supervision and Curriculum Development. What Works in Schools (ASCD, 2003) •Reeves, M. A., Kanan, L. M., & Plog, A. E. (2010). Comprehensive planning for safe learning environments: A school professional's guide to integrating physical and psychological safety. New York, NY: Routledge.

Tier: Tier 1

Activity - Stakeholder 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 - Stakeholders Survey's		Implement	08/19/2019	06/05/2020	\$0	No Funding Required	All staff are responsible for this activity.

Activity - Social & Emotional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained on using Capturing Kids Hearts in the classroom and implement with fidelity.	Behavioral Support Program	Tier 1	Implement	08/19/2019	06/05/2020	\$0	Other	All staff are responsible for this activity.

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### Strategy 3:

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

- Students advance upon mastery.
- Competencies include explicit, measurable, transferable learning standards that empower students.
- Assessment is meaningful and a positive learning experience for students.
- Students receive timely, differentiated support based on their individual learning needs.
- Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

Category: Career and College Ready

Research Cited: Research Cited: Maximizing Competency Education and Blended Learning: Insights from Experts, CompetencyWorks Issue Brief (March 2015) by Susan Patrick and Chris Sturgis. •A K–12 Federal Policy Framework for Competency Education: Building Capacity for Systems Change by Maria Worthen and Lillian Pace, February 2014. •Delorenzo, Richard A., and Wendy Battino. Delivering on the promise: The education revolution. Solution Tree Press, 2013. Bramante, Fred & Colby, Rose, Off the Clock: Moving Education from Time to Competency, Corwin, 2012. Sturgis, C. and Jones, A. (2017). In Pursuit of Equality: A Framework for Equity Strategies in Competency-Based Education.

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Tier: Tier 1

Activity - Online Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will access their course through an online delivery platform that will allow flexibility of pacing, customized learning, and 1:1 instruction.	Technology , Direct Instruction	Tier 1	Implement	08/19/2019	06/05/2020	\$0	General Fund	All Staff will be responsible for this activity.

Activity - Career and Employability Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be exposed to various career and employability opportunities through career fairs, job shadows, internships, guest speakers and company visits.	Career Preparation /Orientation	Tier 1	Implement	08/19/2019	06/05/2020	\$0	Section 31a	All staff are responsible for this activity.

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

### Measurable Objective 1:

achieve college and career readiness through multiple measures of success. by 06/05/2020 as measured by common assessments, PSAT, SAT, and WorkKeys.

### Strategy 1:

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

Category: Career and College Ready

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Tier: Tier 1

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, Teacher Collaboration, Technology	Tier 1	Implement	08/19/2019	06/05/2020	\$0	No Funding Required	All Staff Members are responsible for this activity.
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, intervention strategies, and LMS training	Professional Learning, Technology	Tier 1	Implement	08/19/2019	06/05/2020	\$0	Other	All staff members 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 the school year that allows students the opportunity to complete classes that they hadn't finished in the traditional allotted time.	Professional Learning, Technology	Tier 2	Implement	08/19/2019	06/05/2020	\$0	Section 31a	Staff who apply for the positions are responsible.
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### Strategy 2:

Safe and Orderly Environment - A learning community in which staff, students, parents and the community perceive and describe as safe and orderly. Stakeholders have roles that are defined in the decision-making process regarding school initiatives.

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

Tier: Tier 1

Activity - Stakeholder 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 - Stakeholders Survey's	Tier 1	Implement	08/19/2019	06/05/2020	\$0	No Funding Required	All staff are responsible for this activity.

Activity - Social & Emotional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained on using Capturing Kids Hearts in the classroom and implement with fidelity.	Behavioral Support Program	Tier 1	Implement	08/19/2019	06/05/2020	\$0	Other	All staff are responsible for this activity.

### Strategy 3:

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

-Students advance upon mastery.

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- Competencies include explicit, measurable, transferable learning standards that empower students.
- Assessment is meaningful and a positive learning experience for students.
- Students receive timely, differentiated support based on their individual learning needs.
- Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

Category: Career and College Ready

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.

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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 - Online Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will access their course through an online delivery platform that will allow flexibility of pacing, customized learning, and 1:1 instruction.	Technology , Direct Instruction	Tier 1	Implement	08/19/2019	06/05/2020	\$0	General Fund	All Staff will be responsible for this activity.
Activity - Career and Employability Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be exposed to various career and employability opportunities through career fairs, job shadows, internships, guest speakers and company visits.	Career Preparation /Orientation	Tier 1	Implement	08/19/2019	06/05/2020	\$0	Section 31a	All Staff will be responsible for this activity.

## Goal 5: All Students will determine post secondary plans.

### Measurable Objective 1:

100% of All Students will achieve college and career readiness plans. in Career & Technical by 06/05/2020 as measured by completion of EDP's..

### Strategy 1:

Career Planning - Engage students in updating and utilizing career planning assessments to finalize post-graduation plans

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Category: Career and College Ready

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

Tier: Tier 1

Activity - Complete EDP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work with counselor to complete career searches, plan courses and develop their EDP.	Career Preparation /Orientation	Tier 1	Getting Ready	08/19/2019	06/05/2020	\$0	Section 31a	All Staff are responsible for this activity.



## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Online Learning	Students will access their course through an online delivery platform that will allow flexibility of pacing, customized learning, and 1:1 instruction.	Technology , Direct Instruction	Tier 1	Implement	08/19/2019	06/05/2020	\$0	All staff will be responsible for this activity.
Online Learning	Students will access their course through an online delivery platform that will allow flexibility of pacing, customized learning, and 1:1 instruction.	Technology , Direct Instruction	Tier 1	Implement	08/19/2019	06/05/2020	\$0	All Staff will be responsible for this activity.
Online Learning	Students will access their course through an online delivery platform that will allow flexibility of pacing, customized learning, and 1:1 instruction.	Technology , Direct Instruction	Tier 1		08/19/2019	06/05/2020	\$0	All Staff will be responsible for this activity.
Online Learning	Students will access their course through an online delivery platform that will allow flexibility of pacing, customized learning, and 1:1 instruction.	Technology , Direct Instruction	Tier 1	Implement	08/19/2019	06/05/2020	\$0	All Staff will be responsible for this activity.

### 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, intervention strategies, and LMS training	Professional Learning, Technology	Tier 1	Implement	08/19/2019	06/05/2020	\$0	All staff members are responsible for this activity.
Social & Emotional Learning	Staff will be trained on using Capturing Kids Hearts in the class room and implement with fidelity.	Behavioral Support Program	Tier 1	Implement	08/19/2019	06/05/2020	\$0	All staff are responsible for this activity.

## 2019-2020 School Improvement Goals

Kenowa Hills Pathways High School

Professional Development	Professional Development in the areas of personal mastery, intervention strategies, and LMS training	Professional Learning, Technology	Tier 1	Implement	08/19/2019	06/05/2020	\$0	All staff members are responsible for this activity.
Social & Emotional Learning	Staff will be trained on using Capturing Kids Hearts in the class room and implement with fidelity.	Behavioral Support Program	Tier 1	Implement	08/19/2019	06/05/2020	\$0	All staff are responsible for this activity.
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Professional Development	Professional Development in the areas of personal mastery, intervention strategies, and LMS training	Professional Learning, Technology	Tier 1	Implement	08/19/2019	06/05/2020	\$0	All staff members are responsible for this activity.
Social & Emotional Learning	Staff will be trained on using Capturing Kids Hearts in the class room and implement with fidelity.	Behavioral Support Program	Tier 1	Implement	08/19/2019	06/05/2020	\$0	All staff are responsible for this activity.

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Stakeholder Feedback	Continue to survey all stakeholders (students, staff, parents, community)	Other - Stakeholder Feedback	Tier 1	Implement	08/19/2019	06/05/2020	\$0	All staff responsible for this activity.
Extended School Year	2 week period at the end of the school year that allows students the opportunity to complete classes that they hadn't finished in the traditional allotted time.	Academic Support Program	Tier 2	Implement	08/19/2019	06/05/2020	\$0	Staff who apply for the positions are 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	08/19/2019	06/05/2020	\$0	All staff members are responsible for this activity.

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Stakeholder Feedback	Continue to survey all stakeholders (students, staff, parents, community)	Other - Stakeholders Survey's	Tier 1	Implement	08/19/2019	06/05/2020	\$0	All staff 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		08/19/2019	06/05/2020	\$0	All Staff Members are responsible for this activity.
Stakeholder Feedback	Continue to survey all stakeholders (students, staff, parents, community)	Other - Stakeholder Survey's			08/19/2019	06/05/2020	\$0	All staff responsible for this activity.
Stakeholder Feedback	Continue to survey all stakeholders (students, staff, parents, community)	Other - Stakeholders Survey's		Implement	08/19/2019	06/05/2020	\$0	All staff 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, Teacher Collaboration, Technology	Tier 1	Implement	08/19/2019	06/05/2020	\$0	All Staff Members are responsible for this activity.
Professional Development	Professional Development in the areas of personal mastery, intervention strategies, and LMS training.	Professional Learning, Technology	Tier 1	Implement	08/19/2019	06/05/2020	\$0	All staff members are responsible for this activity.

### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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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	Tier 1	Implement	08/19/2019	06/05/2020	\$0	All Staff Members are responsible for this activity.

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Complete EDP	Students will work with counselor to complete career searches, plan courses and develop their EDP.	Career Preparation /Orientation	Tier 1	Getting Ready	08/19/2019	06/05/2020	\$0	All Staff are responsible for this activity.
Career and Employability Skills	Students will be exposed to various career and employability opportunities through career fairs, job shadows, internships, guest speakers and company visits.	Career Preparation /Orientation	Tier 1	Implement	08/19/2019	06/05/2020	\$0	All staff are responsible for this activity.
Extended School Year	2 week period at the end of the school year that allows students the opportunity to complete classes that they hadn't finished in the traditional allotted time.	Professional Learning, Technology	Tier 2	Implement	08/19/2019	06/05/2020	\$0	Staff who apply for the positions are responsible.
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