

# MICIP Portfolio Report

## Kingston Community School District

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### Goals Included

#### Active

- District Capacity
  - ELA Test Scores (Acadience, MSTEP, and PSAT/SAT)
  - Reducing ODRs
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### Buildings Included

#### Open-Active

- Kingston Elementary
  - Kingston Jr./Sr. High
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### Plan Components Included

#### Goal Summary

#### Data

Data Set

Data Story

#### Analysis

Root Cause

Challenge Statement

#### Strategy

Summary

Implementation Plan

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Funding

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Activities

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Activity Buildings

#### Monitoring & Adjusting

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Note Text

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Impact Notes

Interim Target Measures

Adjustment Notes

#### Evaluation Status

End Target Measures

Impact Questions & Responses

Responses

Evidence

# MICIP Portfolio Report

## Kingston Community School District

### ELA Test Scores (Acadience, MSTEP, and PSAT/SAT)

*Status:* ACTIVE

*Statement:* Our goal is to provide targeted Tier 1 instruction and interventions for our 1st and 2nd graders and to target our 9-12th grade students who show a literacy deficiency to improve the percentage of students at benchmark or proficiency level on state and local assessments by 5% (Acadience Grades, MSTEP, and SAT). Even though we have continued to work on this, we still are seeing noticeable gaps.

*Created Date:* 03/01/2021

*Target Completion Date:* 06/30/2027

*Data Set Name:* KCS ELA Improvement

Name	Data Source
KHS 7th Grade Fall	Acadience
KHS 8th Grade CARI	Acadience
CARI Data	Acadience
KHS Data	Acadience
KES Data	Other
K Acadience Winter	Acadience
1st Grade Acadience Winter	Acadience
2nd Grade Acadience Winter	Acadience
3rd Grade Acadience Winter	Acadience

*Data Story Name:* KCS ELA Improvement

*Initial Data Analysis:* Overall, Kingston Community Schools are making progress towards improving ELA skills for all students K-12. We do see some gaps and areas that we need to work on. Some of the gaps are likely caused by COVID and the various closures of in person instruction that has happened over the last year.

*Initial Initiative Inventory and Analysis:* -Reading intervention time for each grade level. Intervention groups are based on results from our literacy screener (Acadience) and progress monitoring. We have a wide variety of interventions available such as; Teacher Directed PALS, Gate .8, Gate 1.3, Gate 1.8, Phonics for Reading I and II, Read Naturally, Compass Learning, etc.

-Tier 1 Literacy Program is Wonders

-7th and 8th grade reading interventions using Rewards

-We have a K-12 Literacy Coach

-We are a MiMTSS school for reading and behavior continuously looking at data to drive our

instruction and interventions.

**Gap Analysis:** -Our overall goal is to have at least 80% of our K-12 students at Tier 1, 15% or less at Tier 2, and 5% or less at Tier 3.

-We see larger gaps in grades 1 and 2 this year likely because they missed 2.5 months of in-person instruction at the end of last year.

-We also see some gaps at the high school level in reading scores on state assessments. It is a goal to expand our intervention system to help these students continue to improve their reading skills.

**District Data Story Summary:** -Overall, our strengths are that we have been seeing growth. We have a system in place to address the needs of students that are below Tier 1.

-We have partnered with MiMTSS to develop a reading system to meet the needs of learners no matter the grade level or achievement level.

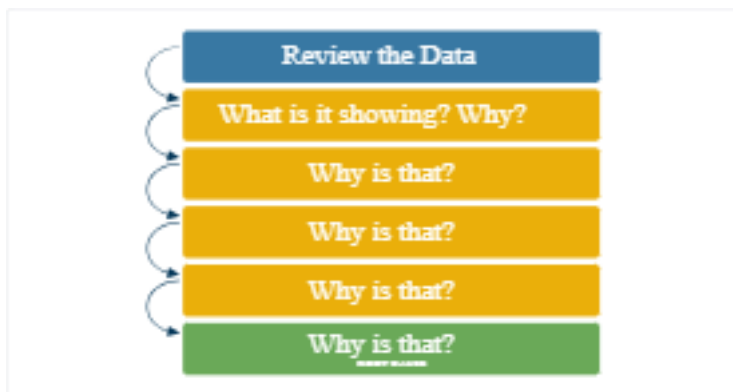
-We would like to expand our intervention system to include our 9-12 graders that are not achieving at desired levels.

-Yes, our students that have the greatest needs have supports built into their daily schedules to meet their specific needs.

-We work to use our Title I and At Risk funds to make sure we are meeting the needs of all of our students K-12.

## Analysis:

### Root Cause



### Five Whys

- Why: -Our 1st and 2nd grade gap is due to the lack of key reading instruction at the end of last year.
  - Our 9-12th grade gap is due to the lack of 7th and 8th grade reading interventions in previous years.
- Why: -1st and 2nd grade is when students really start to learn the key literacy skills to help them learn to read. From March 13th until June 6th, we were forced to teach virtually due to the COVID-19 pandemic.
  - We partnered with MiMTSS 2 years ago. This led us to look and fine tune our reading system K-12. During this process, we identified the need for 7th and 8th grade reading interventions and more of a focus on literacy in all classes in 7th-12th grade. Since then, we have begun 7th and 8th grade interventions and made literacy more of a focus in each class that our 7th-12th graders take.
- Why: -Even though our teachers did the best they could to teach their students remotely,

they lacked the training to mirror what would have been happening if we were face to face. Our remote learning system got better as we went, but we know that it was not as high of quality as our in person instruction is.

-Many of our junior high and high school teachers lack the skills to be good literacy teachers. They majored or minored in areas like math, science, social studies, etc..

*Challenge Statement:* Kingston Community Schools needs to continue keeping a close eye and provide additional supports for our current 1st and 2nd graders to close the literacy gap caused by the COVID-19 school closure and also develop a system to get our 9-12th graders some additional help on literacy skills they are lacking.

**Strategies:**

(1/6): Data-Based, Decision Making

Owner: Mike Seaman

Start Date: 04/08/2021

Due Date: 05/31/2024

**Summary:** Performance management is the process used to guide all levels of teams (district, building, and teacher teams) within the district in data collection to monitor, make decisions, communicate, and, if needed, problem-solve (using district-identified problem-solving protocol) to increase student academic and non-academic performance.

**Buildings:** All Active Buildings

**Total Budget:** \$100,000.00

- Title I Part A (Federal Funds)
- General Fund (Other)
- ISD Reimbursement (Other)
- At Risk (31-A) (State Funds)

**Communication:**

Method

- School Board Meeting

Audience

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Elementary Intervention System	Shona Vennev	08/23/2023	05/31/2024	COMPLETE
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> <li>• Kingston Elementary</li> </ul>				
Screenings for CARI and Acadience	Shona Vennev	08/23/2023	05/31/2024	COMPLETE
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> <li>• Kingston Elementary</li> </ul>				
Intervention Training for Staff	Shona Vennev	08/23/2023	05/31/2024	COMPLETE
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> <li>• Kingston Elementary</li> </ul>				
Secondary Intervention System	Mike Seaman	08/23/2023	05/31/2024	COMPLETE
<i>Activity Buildings:</i>				

Activity	Owner	Start Date	Due Date	Status
• KIngston Jr./Sr. High				

**(2/6): MTSS - Literacy (Reading)**

**Owner:** Shona Vennevy

**Start Date:** 06/13/2022

**Due Date:** 06/30/2027

**Summary:** The reading components of a Multi-Tiered System of Supports include systems to address the continuum of reading needs across the student body, evidence-based practices focused on the Big Ideas of Reading designed to improve reading outcomes for all students, and data use and analysis. These components are further defined in the Reading Tiered Fidelity Inventory, Elementary-Level Edition, and Secondary Level Edition and aligned to MDE's five essential components of MTSS.

**Buildings:** All Active Buildings

**Total Budget:** \$100,000.00

- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- General Fund (Other)
- ISD Reimbursement (Other)

**Communication:**

Method

- School Board Meeting

Audience

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
K-12th Intervention/Literacy Plan	Shona Vennevy	08/23/2023	06/30/2027	ONTARGET

**Activity Buildings:** All Buildings in Implementation Plan

**(3/6): Essential Practices for Disciplinary Literacy Instruction in Secondary Classrooms**

**Owner:** Shona Vennevy

**Start Date:** 06/13/2022

**Due Date:** 06/30/2027

**Summary:** A collaboration between researchers at the University of Michigan and the Disciplinary Literacy Task Force, a subcommittee of the MAISA GELN, the Essential Practices for Disciplinary Literacy Instruction in the Secondary Classroom identify research-supported instructional practices that have been shown to increase student achievement and/or engagement with academic literacies.

**Buildings:** All Active Buildings

**Total Budget:** \$30,000.00

- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- General Fund (Other)
- ISD Reimbursement (Other)
- At Risk (31-A) (State Funds)

**Communication:**

**Method**

- School Board Meeting
- Presentations

**Audience**

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Literacy Coach will share literacy strategies at monthly Staff Meetings	Shona Vennevy	08/23/2023	06/30/2027	ONTARGET

**Activity Buildings:** All Buildings in Implementation Plan

**(4/6): 23g Expanded Learning Time**

**Owner:** Shona Vennev

**Start Date:** 11/01/2023

**Due Date:** 06/30/2027

**Summary:** EdTrust defines expanded learning time (ELT) as programs or strategies implemented to increase the amount of instruction and learning students experience. ELT strategies include afterschool, summer, and in-school programs. The evidence suggests that extended learning time programs, including extended school day (ESD), extended school year (ESY), and expanded learning opportunities (ELO) programs that provide academic services during out-of-school time hours, can be effective in improving a range of educational outcomes for students. Findings also suggest that extended learning time programs may be more advantageous for low-income, low-performing, ethnic minority or otherwise disadvantaged students.

**Buildings:** All Active Buildings

**Total Budget:** \$20,000.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

**Communication:**

**Method**

- School Board Meeting
- District Website Update

**Audience**

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Provide extra support staff during daily interventions, this will allow staff to target smaller groups of students.	Shona Vennev	11/01/2023	06/30/2027	UPCOMING
<b>Activity Buildings:</b>				
<ul style="list-style-type: none"> <li>• Kingston Elementary</li> </ul>				
Provide added support for students during the day, either by hiring a vendor to provide services or paying teachers additional funds to provide services	Mike Seaman	11/01/2023	06/30/2027	UPCOMING

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>• KIngston Jr./Sr. High</li> </ul>				
Purchase additional materials needed to support the learning loss of students	Shona Vennevy	11/01/2023	06/30/2027	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(5/6): 23g Intensive, Individualized Support**

**Owner:** Shona Vennevy

**Start Date:** 11/01/2023

**Due Date:** 06/30/2027

**Summary:** A trained adult advocate can help students who have fallen off track by providing individualized support to meet their academic, personal, and emotional needs. An advocate is a student’s “go-to person” for the resources and support needed to graduate, and typically provides these supports for the entire time a student is enrolled in the school, or, at a minimum, for a full school year. Advocates can be school staff or not employed by the school district. Advocates can identify unmet needs and provide or coordinate more intense, individualized support to help students get back on track for graduation.

**Buildings:** All Active Buildings

**Total Budget:** \$15,000.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

**Communication:**

Method

- School Board Meeting
- District Website Update

Audience

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Pay staff to be mentor teachers to students who appear to be struggling with their educational goals. The district would be willing to hire additional staff to see that the educational gap is filled.	Shona Vennevy	11/01/2023	06/30/2027	UPCOMING
<b>Activity Buildings:</b>				
<ul style="list-style-type: none"> <li>• KIngston Jr./Sr. High</li> </ul>				
Academic coaches will meet with student one on one to provide support.	Shona Vennevy	11/01/2023	06/30/2027	UPCOMING

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> <ul style="list-style-type: none"><li data-bbox="204 248 536 286">• KIngston Jr./Sr. High</li></ul>				

**(6/6): 23g Tutoring**

**Owner:** Shona Vennevy

**Start Date:** 11/01/2023

**Due Date:** 06/30/2027

**Summary:** Tutoring, defined as supplemental one-on-one or small group instruction, can be a powerful tool for accelerated learning. Tutoring is an effective intervention because tutoring:

- customizes learning to target a student’s immediate learning needs.
- provides additional instructional time by aligning the tutoring activities to current classroom activities.
- offers more engagement, rapid feedback, and less distractions in one-on-one and small group environments.
- creates meaningful mentor relationships.

**Buildings:** All Active Buildings

**Total Budget:** \$15,000.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

**Communication:**

Method

- School Board Meeting
- District Website Update

Audience

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Before and after school tutoring programs - we will pay teachers to work with small groups of students who appear to be struggling with their academic goals	Shona Vennevy	11/01/2023	06/30/2027	UPCOMING
<b>Activity Buildings:</b>				
<ul style="list-style-type: none"> <li>• Klingston Jr./Sr. High</li> </ul>				
Provide summer school opportunities for students to help bridge the gap in their educational plan.	Shona Vennevy	11/01/2023	06/30/2027	UPCOMING
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Provide credit recovery to students in grades 7-12 to allow them the opportunity to bridge the gap and meet their graduation targets	Shona Vennev	11/01/2023	06/30/2027	UPCOMING
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> <li>Klmgston Jr./Sr. High</li> </ul>				
We are willing to hire a vendor to provide small group instruction to students who are below their benchmark goals	Shona Vennev	11/01/2023	06/30/2027	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
We are willing to pay teachers to work through their prep to provide small group and/or one on one instruction to students	Shona Vennev	11/01/2023	06/30/2027	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**Monitoring and Adjusting:**

*Evaluate Goal: Interim Target Measures*

Measure	Owner	Due Date	Status
Increase by 1% for KES Data		06/30/2027	ONTARGET
Increase by 1% for KHS Data		06/30/2027	ONTARGET

*Impact Notes:*

No Data Available

*Adjust Notes:*

No Data Available

**Activity Status:**

*Data-Based, Decision Making Activities*

Activity	Owner	Start Date	Due Date	Status
Elementary Intervention System	Shona Vennev	08/23/2023	05/31/2024	COMPLETE
Screenings for CARI and Acadience	Shona Vennev	08/23/2023	05/31/2024	COMPLETE

Activity	Owner	Start Date	Due Date	Status
Intervention Training for Staff	Shona Vennev	08/23/2023	05/31/2024	COMPLETE
Secondary Intervention System	Mike Seaman	08/23/2023	05/31/2024	COMPLETE

### *MTSS - Literacy (Reading) Activities*

Activity	Owner	Start Date	Due Date	Status
K-12th Intervention/Literacy Plan	Shona Vennev	08/23/2023	06/30/2027	ONTARGET

### *Essential Practices for Disciplinary Literacy Instruction in Secondary Classrooms Activities*

Activity	Owner	Start Date	Due Date	Status
Literacy Coach will share literacy strategies at monthly Staff Meetings	Shona Vennev	08/23/2023	06/30/2027	ONTARGET

### *23g Expanded Learning Time Activities*

Activity	Owner	Start Date	Due Date	Status
Provide extra support staff during daily interventions, this will allow staff to target smaller groups of students.	Shona Vennev	11/01/2023	06/30/2027	UPCOMING
Provide added support for students during the day, either by hiring a vendor to provide services or paying teachers additional funds to provide services	Mike Seaman	11/01/2023	06/30/2027	UPCOMING
Purchase additional materials needed to support the learning loss of students	Shona Vennev	11/01/2023	06/30/2027	UPCOMING

### *23g Intensive, Individualized Support Activities*

Activity	Owner	Start Date	Due Date	Status
Pay staff to be mentor teachers to students who appear to be struggling with their educational goals. The district would be willing to	Shona Vennev	11/01/2023	06/30/2027	UPCOMING

Activity	Owner	Start Date	Due Date	Status
hire additional staff to see that the educational gap is filled.				
Academic coaches will meet with student one on one to provide support.	Shona Vennevy	11/01/2023	06/30/2027	UPCOMING

### 23g Tutoring Activities

Activity	Owner	Start Date	Due Date	Status
Before and after school tutoring programs - we will pay teachers to work with small groups of students who appear to be struggling with their academic goals	Shona Vennevy	11/01/2023	06/30/2027	UPCOMING
Provide summer school opportunities for students to help bridge the gap in their educational plan.	Shona Vennevy	11/01/2023	06/30/2027	UPCOMING
Provide credit recovery to students in grades 7-12 to allow them the opportunity to bridge the gap and meet their graduation targets	Shona Vennevy	11/01/2023	06/30/2027	UPCOMING
We are willing to hire a vendor to provide small group instruction to students who are below their benchmark goals	Shona Vennevy	11/01/2023	06/30/2027	UPCOMING
We are willing to pay teachers to work through their prep to provide small group and/or one on one instruction to students	Shona Vennevy	11/01/2023	06/30/2027	UPCOMING

### Monitoring Notes

#### Monitoring Notes: 23g Expanded Learning Time

*Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:*

No Data Available

*Scale / Reach - What progress are we making on reaching the intended populations?*

*What is the evidence?:*

No Data Available

*Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:*

No Data Available

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### Monitoring Notes: 23g Intensive, Individualized Support

*Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:*

No Data Available

*Scale / Reach - What progress are we making on reaching the intended populations?*

*What is the evidence?:*

No Data Available

*Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:*

No Data Available

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### Monitoring Notes: 23g Tutoring

*Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:*

No Data Available

*Scale / Reach - What progress are we making on reaching the intended populations?*

*What is the evidence?:*

No Data Available

*Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:*

No Data Available

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### Monitoring Notes: Data-Based, Decision Making

*Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:*

No Data Available

*Scale / Reach - What progress are we making on reaching the intended populations?*

*What is the evidence?:*

No Data Available

*Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:*

No Data Available

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### Monitoring Notes: Essential Practices for Disciplinary Literacy Instruction in Secondary

## Classrooms

*Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:*

No Data Available

*Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:*

No Data Available

*Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:*

No Data Available

## Monitoring Notes: MTSS - Literacy (Reading)

*Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:*

No Data Available

*Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:*

No Data Available

*Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:*

No Data Available

## Evaluation Status:

### Evaluate Goal: End Target Measures

Measure	Due Date	Status
Increase by 5% for KES Data	06/30/2027	ONTARGET
Increase by 5% for KHS Data	06/30/2027	ONTARGET

### Evaluate Goal: Impact Questions and Responses

**Fidelity - How well did we engage in our plan as intended?**

No Data Available

**Scale/Reach - How well did we reach the intended target population?**

No Data Available

**Capacity - How well did we support progress towards our goal?**

No Data Available

**Impact - How did student outcomes improve?**

No Data Available

## District Capacity

Status: ACTIVE

Statement: We will create a yearly calendar that includes DLT Meeting Dates and times.

Created Date: 06/13/2022

Target Completion Date: 06/30/2027

Data Set Name: District MTSS Capacity

Name	Data Source
DCA 2022	MiMTSS Data System
DCA 2023	MiDataHub

Data Story Name: District MTSS Capacity

**Initial Data Analysis:** DCA data indicates that we are scoring a 60% on the Organizational Leadership subscale. This score indicates that we do not currently have adequate leadership capacity to support the implementation of MTSS district wide and need to improve our leadership functioning.

**Initial Initiative Inventory and Analysis:** -Our DLT meets, but it is not on a consistent basis.

**Gap Analysis:** -Our current District Leadership Team meets 2 times/year, but we would like to meet quarterly.

-Our team needs to determine appropriate composition so all areas are represented.

- We continue to see large gaps in all grade levels.

**District Data Story Summary:** -Our lowest score on the DCA was "Using Effective Team Meeting Process." This is the area we have chosen to create an improvement plan for.

### Analysis:

#### Root Cause



#### Five Whys

- Why: Over the past 2 years, our focus as a district has not been on our DLT, but rather focused on the pandemic and making sure our schools are following health and safety guidelines.
- Why: We were forced to allocate staff time elsewhere (health reporting, COVID tests, safety and security).

- Why: Staff wear many hats and reassigned duties to ensure health and safety of students and staff.
- Why: Now, that restrictions are different, we can refocus on meeting regularly and updating the composition of our DLT.

*Challenge Statement:* Creating a regular meeting schedule for our DLT and composing our team with members that represent as many departments of the school as possible.

**Strategies:**

(1/7): Data-Based, Decision Making

Owner: Shona Vennevy

Start Date: 06/13/2022

Due Date: 06/30/2027

**Summary:** Performance management is the process used to guide all levels of teams (district, building, and teacher teams) within the district in data collection to monitor, make decisions, communicate, and, if needed, problem-solve (using district-identified problem-solving protocol) to increase student academic and non-academic performance.

**Buildings:** All Active Buildings

**Total Budget:** \$1,000.00

- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- General Fund (Other)
- ISD Reimbursement (Other)
- At Risk (31-A) (State Funds)

**Communication:**

Method

- School Board Meeting

Audience

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Meeting Calendar and Agenda	Shona Vennevy	08/23/2023	06/30/2027	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**(2/7): 23g Career Pathways**

**Owner:** Mike Seaman

**Start Date:** 10/24/2023

**Due Date:** 06/30/2027

**Summary:** Career pathways to enable students to further their education, secure a job, and advance in employment. Career pathways blur the lines between high school, college, and career. Research shows that career related curricula or pathways demonstrated positive effects on preventing students from dropping out. Efforts might include career academies, dual enrollment, work-based learning, and career advising and navigation.

**Buildings**

- KIngston Jr./Sr. High

**Total Budget:** \$2,500.00

- Title I Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

**Communication:**

**Method**

- School Board Meeting
- District Website Update

**Audience**

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Career Readiness Activities	Mike Seaman	10/24/2023	06/30/2027	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**(3/7): 23g Expanded Learning Time**

**Owner:** Shona Vennev

**Start Date:** 10/24/2023

**Due Date:** 06/30/2027

**Summary:** EdTrust defines expanded learning time (ELT) as programs or strategies implemented to increase the amount of instruction and learning students experience. ELT strategies include afterschool, summer, and in-school programs. The evidence suggests that extended learning time programs, including extended school day (ESD), extended school year (ESY), and expanded learning opportunities (ELO) programs that provide academic services during out-of-school time hours, can be effective in improving a range of educational outcomes for students. Findings also suggest that extended learning time programs may be more advantageous for low-income, low-performing, ethnic minority or otherwise disadvantaged students.

**Buildings:** All Active Buildings

**Total Budget:** \$10,000.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

**Communication:**

**Method**

- School Board Meeting
- District Website Update

**Audience**

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Before and After school tutoring	Mike Seaman	10/24/2023	06/30/2027	ONTARGET
<b>Activity Buildings:</b>				
<ul style="list-style-type: none"> <li>• KIngston Jr./Sr. High</li> </ul>				
After school tutoring	Shona Vennev	10/24/2023	06/30/2027	ONTARGET
<b>Activity Buildings:</b>				
<ul style="list-style-type: none"> <li>• Kingston Elementary</li> </ul>				

**(4/7): 23g Intensive, Individualized Support**

**Owner:** Shona Vennevy

**Start Date:** 10/24/2023

**Due Date:** 06/30/2027

**Summary:** A trained adult advocate can help students who have fallen off track by providing individualized support to meet their academic, personal, and emotional needs. An advocate is a student’s “go-to person” for the resources and support needed to graduate, and typically provides these supports for the entire time a student is enrolled in the school, or, at a minimum, for a full school year. Advocates can be school staff or not employed by the school district. Advocates can identify unmet needs and provide or coordinate more intense, individualized support to help students get back on track for graduation.

**Buildings:** All Active Buildings

**Total Budget:** \$15,000.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

**Communication:**

**Method**

- School Board Meeting
- District Website Update

**Audience**

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Academic Coaches will meet with students one on one	Shona Vennevy	10/24/2023	06/30/2027	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**(5/7): 23g Personalized Learning Environments**

**Owner:** Shona Vennevy

**Start Date:** 10/24/2023

**Due Date:** 06/30/2027

**Summary:** A personalized learning environment creates a sense of belonging and fosters a school climate where students and teachers get to know one another and can provide academic, social, and behavioral encouragement. Reforms aimed at creating smaller school environments have been found to be associated with more positive student achievement, school climate, school attendance, and graduation rates. Efforts can include team teaching, 9th grade academies, thematically based small learning communities, or smaller classes.

**Buildings:** All Active Buildings

**Total Budget:** \$10,000.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

**Communication:**

**Method**

- School Board Meeting
- District Website Update

**Audience**

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Behavior coaches will meet directly with individual students as needed	Shona Vennevy	10/24/2023	06/30/2027	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**(6/7): 23g Tutoring**

**Owner:** Shona Vennevy

**Start Date:** 10/24/2023

**Due Date:** 06/30/2027

**Summary:** Tutoring, defined as supplemental one-on-one or small group instruction, can be a powerful tool for accelerated learning. Tutoring is an effective intervention because tutoring:

- customizes learning to target a student’s immediate learning needs.
- provides additional instructional time by aligning the tutoring activities to current classroom activities.
- offers more engagement, rapid feedback, and less distractions in one-on-one and small group environments.
- creates meaningful mentor relationships.

**Buildings:** All Active Buildings

**Total Budget:** \$10,000.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

**Communication:**

Method

- School Board Meeting
- District Website Update

Audience

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Before and after school tutoring	Shona Vennevy	10/24/2023	06/30/2027	ONTARGET
<b>Activity Buildings:</b>				
<ul style="list-style-type: none"> <li>• Kingston Jr./Sr. High</li> </ul>				
After school tutoring clubs	Shona Vennevy	10/24/2023	06/30/2027	ONTARGET
<b>Activity Buildings:</b>				
<ul style="list-style-type: none"> <li>• Kingston Elementary</li> </ul>				

**(7/7): 23g Work-Based Learning Experiences (WBLE)**

**Owner:** Shona Vennev

**Start Date:** 10/24/2023

**Due Date:** 06/30/2027

**Summary:** Work-based learning experiences (WBLE), apprenticeships, and internships provide pupils with a planned program of job training and other employment experiences related to a chosen career. Depending on the type of learning experience, the pupil might be engaged for one hour, one day, one semester, or even one year in length. The learning experience may be paid or unpaid and can be an in-school or out-of-school placement. The learning experience is coordinated by the district through a contract (training agreement) with an employer or career training institution. It is an educational experience that relates to both school instruction (training plan) and supervised work (employer) that is monitored by a professional employee of the district.

**Buildings**

- Klingston Jr./Sr. High

**Total Budget:** \$2,500.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

**Communication:**

Method

- School Board Meeting

Audience

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Meet with student support specialist to discuss work based learning options	Shona Vennev	10/24/2023	06/30/2027	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**Monitoring and Adjusting:**

**Evaluate Goal: Interim Target Measures**

Measure	Owner	Due Date	Status
Increase by 6% for DCA 2022		06/29/2027	ONTARGET

**Impact Notes:**

No Data Available

*Adjust Notes:*

No Data Available

*Activity Status:*

*Data-Based, Decision Making Activities*

Activity	Owner	Start Date	Due Date	Status
Meeting Calendar and Agenda	Shona Vennev	08/23/2023	06/30/2027	ONTARGET

*23g Career Pathways Activities*

Activity	Owner	Start Date	Due Date	Status
Career Readiness Activities	Mike Seaman	10/24/2023	06/30/2027	ONTARGET

*23g Expanded Learning Time Activities*

Activity	Owner	Start Date	Due Date	Status
Before and After school tutoring	Mike Seaman	10/24/2023	06/30/2027	ONTARGET
After school tutoring	Shona Vennev	10/24/2023	06/30/2027	ONTARGET

*23g Intensive, Individualized Support Activities*

Activity	Owner	Start Date	Due Date	Status
Academic Coaches will meet with students one on one	Shona Vennev	10/24/2023	06/30/2027	ONTARGET

*23g Personalized Learning Environments Activities*

Activity	Owner	Start Date	Due Date	Status
Behavior coaches will meet directly with individual students as needed	Shona Vennev	10/24/2023	06/30/2027	ONTARGET

*23g Tutoring Activities*

Activity	Owner	Start Date	Due Date	Status
Before and after school tutoring	Shona Vennev	10/24/2023	06/30/2027	ONTARGET
After school tutoring clubs	Shona Vennev	10/24/2023	06/30/2027	ONTARGET

### 23g Work-Based Learning Experiences (WBLE) Activities

Activity	Owner	Start Date	Due Date	Status
Meet with student support specialist to discuss work based learning options	Shona Vennevy	10/24/2023	06/30/2027	ONTARGET

#### Monitoring Notes

##### Monitoring Notes: 23g Career Pathways

*Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:*

No Data Available

*Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:*

No Data Available

*Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:*

No Data Available

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##### Monitoring Notes: 23g Expanded Learning Time

*Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:*

No Data Available

*Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:*

No Data Available

*Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:*

No Data Available

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##### Monitoring Notes: 23g Intensive, Individualized Support

*Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:*

No Data Available

*Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:*

No Data Available

*Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:*

No Data Available

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##### Monitoring Notes: 23g Personalized Learning Environments

*Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:*

No Data Available

*Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:*

No Data Available

*Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:*

No Data Available

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### Monitoring Notes: 23g Tutoring

*Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:*

No Data Available

*Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:*

No Data Available

*Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:*

No Data Available

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### Monitoring Notes: 23g Work-Based Learning Experiences (WBLE)

*Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:*

No Data Available

*Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:*

No Data Available

*Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:*

No Data Available

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### Monitoring Notes: Data-Based, Decision Making

*Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:*

No Data Available

*Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:*

No Data Available

*Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:*

No Data Available

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**Evaluation Status:**

*Evaluate Goal: End Target Measures*

Measure	Due Date	Status
Increase by 80% for DCA 2022	06/30/2027	ONTARGET

*Evaluate Goal: Impact Questions and Responses*

**Fidelity - How well did we engage in our plan as intended?**

No Data Available

**Scale/Reach - How well did we reach the intended target population?**

No Data Available

**Capacity - How well did we support progress towards our goal?**

No Data Available

**Impact - How did student outcomes improve?**

No Data Available

## Reducing ODRs

*Status:* ACTIVE

*Statement:* Reduce ODRs by 5% in both Elementary and Secondary Schools by 2027.

*Created Date:* 06/13/2022

*Target Completion Date:* 06/30/2027

*Data Set Name:* KCS Socio-Emotional Learning Supports

Name	Data Source
MTSS Behavioral Data	MiMTSS Data System

*Data Story Name:* KCS Socio-Emotional Learning Supports

*Initial Data Analysis:* The data shows us an average of how many ODRs are given to students each day per 100 students.

*Initial Initiative Inventory and Analysis:* Elem

-Full-time social worker, full-time behavioral interventionist, ISD social worker, part-time 31N worker

-Expectations Day/Refresher after Christmas Break

-School-Wide PBIS

HS

--Full-time social worker, full-time behavioral interventionist, ISD social worker, part-time 31N worker

-Expectations Day

-School-Wide PBIS

-Student Responsibility Classroom

*Gap Analysis:* We see the need for a new Tier 1 curriculum that is supported at the local, county, and state level.

*District Data Story Summary:* While we are doing many things to help support the socio-emotional needs of our students, there are still things that can be done to further support our students. The implementation of TRAILS for students in K-12 and Zones of Regulation for students in K-2 will give staff and students additional tools that will help improve this data.

*Analysis:*

*Root Cause*



### Five Whys

- Why: We have more ODRs that we would like.
- Why: Because students have experienced a regression in their social-emotional skills over the past 2 years.
- Why: The past 2 years of school have not looked like past years. Quarantines, rules keeping students separated, families being forced to stay at home...
- Why: We now see the need to revamp our Tier 1 SEL program. We are committed to using TRAILS for K-12 students and have a system created to implement with fidelity.

**Challenge Statement:** Create a Tier 1 instruction system for k-12th grade students to help them recover from the COVID-19 pandemic and meet their socio-emotional to decrease ODRs.

**Strategies:**

(1/1): Social Emotional Learning (SEL) CASEL

Owner: Justin Diegel

Start Date: 06/13/2022

Due Date: 06/30/2027

Summary: School-based social and emotional instruction focuses on five core competency areas: self-awareness, self-management, social awareness, relationship skills, and responsible decision making

Buildings: All Active Buildings

Total Budget: \$2,000.00

- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- General Fund (Other)
- ISD Reimbursement (Other)
- At Risk (31-A) (State Funds)

**Communication:**

Method

- School Board Meeting
- Presentations

Audience

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

**Monitoring and Adjusting:**

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Decrease by 1% for MTSS Behavioral Data		06/29/2027	ONTARGET

**Impact Notes:**

No Data Available

**Adjust Notes:**

No Data Available

**Activity Status:**

Social Emotional Learning (SEL) CASEL Activities:

No Data Available

**Monitoring Notes**

Monitoring Notes: Social Emotional Learning (SEL) CASEL

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

*Scale / Reach - What progress are we making on reaching the intended populations?*

*What is the evidence?:*

No Data Available

*Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:*

No Data Available

**Evaluation Status:**

*Evaluate Goal: End Target Measures*

Measure	Due Date	Status
Decrease by 5% for MTSS Behavioral Data	06/30/2027	ONTARGET

*Evaluate Goal: Impact Questions and Responses*

***Fidelity - How well did we engage in our plan as intended?***

No Data Available

***Scale/Reach - How well did we reach the intended target population?***

No Data Available

***Capacity - How well did we support progress towards our goal?***

No Data Available

***Impact - How did student outcomes improve?***

No Data Available