1. **Reflect.** Briefly summarize your school's progress on implementing all six of the Department's priority strategies/Other Complex-wide and/or School strategies, and meeting key performance targets set in the prior year Academic Plan.

All ELA and Math teachers are delivering the State's designated common core curriculum. 8 of the 11 (73%) ELA teachers are fully implementing the Springboard curriculum and 100% of math teachers are fully implementing the Go Math curriculum. The remaining 3 ELA teachers teach grade 6 displaced classes from Pahoa Elementary and Keonepoko. They continue with the Wonders curriculum for their classes. The ELA and Math teachers are struggling to navigate through the State designated common core curriculum encountering barriers created by the limited time for collaboration between teachers and the time lost due to the hurricanes and lava flow transition. These factors have impacted the momentum in instruction and created interruption to their pacing.

New to this school year is the adoption of an advisory homeroom block establishing designated time for critical learning supports in our CSSS. The Ho'okele block affirms time for the delivery of character education lessons and academic and behavioral interventions. The Ho'okele has yet to come to full implementation and fruition of it's potential. Challenging our execution of the designated activities is the confusion of instructional time boundaries created by new bell schedule changes (Act 167). Parallel to this, KMS has committed to participation in the Diana Browning Wright training and is at the establishing level with our behavioral interventions and RTI-B program.

We are continuing our efforts with our PLCs focusing on Assignment Collaboration, Common Formative Assessments, and Curriculum Collaboration. The ELA and Math departments have begun to engage in strategically analyzing the eValuate Catapult test results of students, identify students requiring targeted instruction and have begun to work with these students in small groups to provide the interventions needed for students' individual needs. The PLC time has been negatively impacted this year with the change in the school's bell schedule leaving less than 60 minutes per week for teachers to work collaboratively on strategies affecting student achievement.

Initial orientation to the revised EES was provided to teachers at the start of the school year and the EES DES has delivered training on SLOs and Core Professionalism. Time for teachers to work on SLOs and to meet with the administrator has been provided through extended meeting hours. It has been challenging to implement all of the requirements of the EES within timelines due to the disruption caused by the impending lava flow and the movement of teachers in and out of the school. Despite the time lost, all teachers will go through the evaluation system by the end of the school year.

Kahua continues to support new teachers to the complex and school level mentors are assigned to provide on-site mentoring. This school year, there are three teachers originally from the Pahoa area participating in the Kahua mentoring program. School level mentors were assigned to them once they transitioned to KMS in November 2014.

Kea'au Middle School has adopted the ART process by incorporating our leadership members into the existing progress monitoring meetings introduced by School Synergy. This year, KMART convenes monthly to monitor the enabling activities in the academic plan. Data from classroom observations is analyzed and designated members of the KMART team provide updates on their priority areas. KMART members take an active role in monitoring our progress toward the implementation of the State's and school's priority strategies and have begun to accept responsibility and accountability of the actions we take toward school improvement.

2. **Organize**. Identify your Academic Review Team members, assign them specific strategies or activities to oversee, and set the cycle for the Academic Review Team to monitor implementation quality. Number of strategies/activities will vary across schools.	
Name of lead who is responsible for reporting during ART process (can change if roles change)	**Responsible for** (link to strategy)
Names redacted	1. Common Core State Standards 2. Comprehensive Student Supports 3. Formative Instruction/Data Teams 4. Educator Effectiveness 5. Induction & Mentoring 6. Academic Review Team (ART lead needs to be on the team, yet the strategy doesn't need its own page in the plan) 7. STEM 8. School Environment 9. Family and Community Environment 10. Professional Development

<u>Goal 1 Student Success</u>: All DOE students demonstrate they are on a path toward success in college, career and citizenship.

State Priority Strategies to Improve Student Achievement and Reduce Achievement Gaps (Required, and defined within the Implementation Continuums)	**Does your Financial Plan support this strategy?**	**If not, why?**
1. Fully implement the Hawaii Common Core Standards	YES ☒ NO ☐	
2. Tier and provide comprehensive student supports for all students	YES ☒ NO ☐	
3. Implement data teams process within each grade span/content area and formative instruction within classrooms	YES ☒ NO ☐	

Additional Strategies (Optional)	**Does your Financial Plan support this strategy?**	**If not, why?**

Incorporate STEM in activities and lessons.	YES ☒ NO ☐	
Improve the school environment to promote safety and foster learning.	YES ☒ NO ☐	
Increase parent and community involvement.	YES ☒ NO ☐	
Improve teacher practice and pedagogy through professional development in individualized and targeted area(s) of need.	YES ☒ NO ☐	

Data Driven Rationale for Additional Priorities:

Analysis of the comprehensive needs assessment, On-Sight School Review Turnaround Targets, and WASC Accreditation Critical Areas for Follow Up support the need for additional strategies. The WASC Accreditation Schoolwide Critical Areas for Follow Up states the need to increase the rigor of classroom lessons and to extend real world learning experiences for students. The evidence and data used in the Accreditation team's analysis of our instructional program substantiates the need to incorporate STEM activities and lessons within our science curriculum.

Data collected from our school climate survey and the School Quality Survey indicates that all students do not feel safe on the KMS campus. Only 66.3% of students had positive responses in the SQS and 88% of the students had positive responses to the question "How safe do you feel at school?" on the school climate survey. It is crucial that all students feel safe in school and therefore, we continue to address safety as a priority area of improvement.

Parent and community involvement were identified as low on all perceptual data sources. The partnership between all members of the school community is essential in supporting student learning and increasing student achievement.

The On Site School Review and WASC Accreditation processes both validated the need for improved teacher practice and pedagogy. Evidence in the classroom observation data and the Accreditation classroom observations indicated the need to increase the rigor of lessons and to increase the level of higher order thinking questions being used in lessons. Also, these strategies and activities provide real world learning experiences, teaching of GLOs, and preparation of our students to be college and career ready.

Goal 1, Strategy 1: Common Core State Standards

Desired Outcome for this Strategy: KMS students will increase proficiency by 10% in reading and math as measured by the SBAC assessment by the end of the 2015-16 school year.				
Planning			**Capacity**	**Evidence of Progress**
Enabling Activities	**Name of lead responsible for reporting during ART process**	**Target Population(s)** Choose all that apply	**Source of Funds** Choose all that apply, and list amounts	What leading indicators will you monitor progress against during your ART routine that will show progress against your goal? Please include any short term measurable objectives.
1. Professional development and coaching supports will be provided to teachers in order to: • Taxonomically and topically develop/revise pacing guides • Increase rigor in lesson delivery • Engage students • Promote higher order thinking • Utilize formative assessments to strategically utilize high-impact instructional strategies <OSSR 2A2, 2B1, 2E1, 2E2> <SW 1, 4> *See CNA p. 17-25	ELA, Math & Data Coaches	☒ All Students ☐ Economically Disadvantaged ☐ English Language Learners ☐ Students with Disabilities ☐ Other:	☒ WSF $80,000 PD ☒ Title I $234,551.82 ☐ Title III $ ☐ IDEA $ ☐ CTE $ ☐ Focus/Priority $ ☐ CTE $ ☒ Other: Supplemental Title I $143,680 (see Focus School Addendum) ☐ N/A	• Pacing guides aligned to Common Core State Standards and includes elements 1-6 for all courses • Classroom observation data • Progress Monitoring Data
2. Communicate and coordinate with feeder pattern schools to ensure curriculum alignment. - Teachers will meet with feeder pattern schools to ensure vertical curriculum alignment annually.	Department Heads	☒ All Students ☐ Economically Disadvantaged ☐ English Language Learners ☐ Students with Disabilities ☐ Other:	☒ WSF $ ☐ Title I $ ☐ Title III $ ☐ IDEA $ ☐ CTE $ ☐ Focus/Priority $ ☐ CTE $ ☐ Other: $ ☐ N/A WSF	Articulation meeting agendas and minutes

3. Provide activities with real world experiences and incorporate technology in the instruction of common core standards to prepare students to be college and career ready. <CA3>	Department Heads, AVID Coordinator	☒ All Students ☐ Economically Disadvantaged ☐ English Language Learners ☐ Students with Disabilities ☒ Other: AVID students, Honors Students	WSF	Excursion planning forms Master Calendar Evidence from activities (agendas, program flyers, etc) AVID Site Plan Honors Courses Pacing Guides

Goal 1, Strategy 2: Comprehensive Student Supports

Desired Outcome for this Strategy: 100% of students will receive supports that address their identified academic and social/emotional needs as measured by eCSSS services data by the end of the 2015-16 school year.				
Planning			**Capacity**	**Evidence of Progress**
Enabling Activities	**Name of lead responsible for reporting during ART process**	**Target Population(s)** Choose all that apply	**Source of Funds** Choose all that apply, and list amounts	What leading indicators will you monitor progress against during your ART routine that will show progress against your goal? Please include any short term measurable objectives.
1. The school will refine and improve the RTI process to better serve students and identify ones at risk of not completing school. - Develop a system utilizing data to identify at-risk students <OSSR 7D1> < CA 4> <SW 9>	RTI coordinator	☒ All Students ☐ Economically Disadvantaged ☐ English Language Learners ☐ Students with Disabilities ☐ Other:	☒ WSF ☐ Title I $ ☐ Title III $ ☐ IDEA $ ☐ CTE $ ☐ Focus/Priority $ ☐ CTE $ ☐ Other $ ☐ N/A	Reports from eCSSS CORE / RTI team meeting minutes
2. The school will develop and follow procedures to meet the **academic needs** of students who are at-risk of not completing school. - Enrichments and interventions are available to students based on specific identified needs with a clear entrance and exit criteria. <OSSR 2B2 and 7D2> <SW 2, 9>	RTI coordinator	☐ All Students ☒ Economically Disadvantaged ☒ English Language Learners ☒ Students with Disabilities ☒ Other: identified at-risk students	☒ WSF ☐ Title I $ ☒ Title III ☐ IDEA $ ☐ CTE $ ☐ Focus/Priority $ ☐ CTE $ ☐ Other $ ☐ N/A	Reports from eCSSS CORE, grade level and data review meeting minutes Intervention Tutoring records Criteria for AVID, Honors, Intervention Tutoring

3. The school will develop and implement mechanisms and programs to identify and meet the **social needs** of students at-risk of not completing school. - Research-based program of schoolwide, targeted and intensive interventions are in place and available to students with specific identified needs. <OSSR 7D3> <SW 10>	RTI coordinator	☒ All Students ☐ Economically Disadvantaged ☐ English Language Learners ☐ Students with Disabilities ☐ Other:	☒ WSF $ ☐ Title I $ ☐ Title III $ ☐ IDEA $ ☐ CTE $ ☐ Focus/Priority $ ☐ CTE $ ☐ Other $ ☐ N/A	Reports from eCSSS CORE, grade level and data review meeting minutes Program Flyers: Salvation Army, BISAC
4. Provide support for new and transitioning students	Counseling DH SpEd DH	All Students Other: New and Transitioning Students	WSF $	Transition meeting minutes/plans 6th and 8th grade orientation schedule/agenda
5. Continue to provide access to AVID strategies and activities for all students. <CA 1, 3>	AVID Coordinator	All Students	WSF$	Master Schedule Binder Initiative data AVID committee minutes and activities
6. Establish a process to evaluate the effectiveness of the support programs that include the use of data <CA 2>	Counseling DH RTI Coordinator	All Students	WSF $	Student Grade reports Discipline Report School Climate Survey SQS Program evaluation data
7. Develop and implement a plan to integrate and assess GLOs consistently throughout the curriculum to fulfill the school's vision <CA5>	Department Heads	All Students	WSF	GLO department plans Rubrics

8. Provide a range of educational placement options for students with disabilities in order to provide FAPE to all students including inclusive classroom options. <SW 10>	Administrtor, SpEd DH	Students with Disabilities	WSF, IDEA	Master Schedule

Goal 1, Strategy 3: Formative Instruction/Data Teams Process

Desired Outcome for this Strategy: 100% of teachers will participate in the data process to improve student achievement as measured by monthly progress monitoring data by the end of the 2015-16 school year.				
Planning			**Capacity**	**Evidence of Progress**
Enabling Activities	**Name of lead responsible for reporting during ART process**	**Target Population(s)** Choose all that apply	**Source of Funds** Choose all that apply, and list amounts	What leading indicators will you monitor progress against during your ART routine that will show progress against your goal? Please include any short term measurable objectives.
1. Teachers will employ formative assessment to identify current knowledge and skill levels including the use of Common Formative Assessments. <OSSR 3B1, SW 2, 8, 9> - Strengthen common formative assessment strategies - Increase the use of on-the-spot classroom based formative assessment strategies - Analyze student data gathered from common assessments (teacher created and eValuate) and to identify and provide interventions and enrichment *See CNA pp. 21-25	Data specialist, Reading Literacy Specialist, Math Literacy Specialist	☒ All Students ☐ Economically Disadvantaged ☐ English Language Learners ☐ Students with Disabilities ☐ Other:	☒ WSF $80,000 PD ☒ Title I $234,552 ☐ Title III $ ☐ IDEA $ ☐ CTE $ ☐ Focus/Priority $ ☐ CTE $ ☒ Other: Supplemental Title I $143,680 (see Focus School Addendum) ☐ N/A	PLC meeting minutes Classroom observation data Completed CFA progress tracking forms. ELA/MATH targeted student tracking sheet ELA/MATH Small Group Planning sheets

1. Implement strategies to increase and preserve PLC meeting time to implement the data team process. *See CNA pp. 24-25	TIPs	☒ All Students ☐ Economically Disadvantaged ☐ English Language Learners ☐ Students with Disabilities ☐ Other:	☒ WSF $ ☒ Title I $ ☐ Title III $ ☐ IDEA $ ☐ CTE $ ☐ Focus/Priority $ ☐ CTE $ ☐ Other $ ☐ N/A	Meeting schedule PLC meeting minutes PD hours extended meeting request forms

Goal 1, Optional Additional Strategy 4: STEM

Desired Outcome for this Strategy: 100% of students will receive instruction that incorporates STEM strategies during school year 2015-16 as measured by Science Department pacing guides and program documentation evidence.				
Planning			**Capacity**	**Evidence of Progress**
Enabling Activities	**Name of lead responsible for reporting during ART process**	**Target Population(s)** Choose all that apply	**Source of Funds** Choose all that apply, and list amounts	What leading indicators will you monitor progress against during your ART routine that will show progress against your goal? Please include any short term measurable objectives.
1. School curriculum will include STEM learning experiences that include inquiry, technology, engineering design process, and mathematical practices. <SW 2> <CA 3>	Science DH	☒ All Students ☐ Economically Disadvantaged ☐ English Language Learners ☐ Students with Disabilities ☐ Other:	☒ WSF $ ☐ Title I $ ☐ Title III $ ☐ IDEA $ ☐ CTE $ ☐ Focus/Priority $ ☐ CTE $ ☐ Other $ ☐ N/A	Science Department pacing guides Robotic program description/write-up including evidence of student participation

Goal 1, Optional Additional Strategy 5: Safe School Environment

Desired Outcome for this Strategy: 95% of students feel safe as measured by an average of positive responses on the SQS and School Climate Survey by the end of the 2015-2016 school year.				
Planning			**Capacity**	**Evidence of Progress**
Enabling Activities	**Name of lead responsible for reporting during ART process**	**Target Population(s)** Choose all that apply	**Source of Funds** Choose all that apply, and list amounts	What leading indicators will you monitor progress against during your ART routine that will show progress against your goal? Please include any short term measurable objectives.
1. Take actions that will provide a school environment in which students and staff feel safe at school. <OSSR 8B1>	Administration	☒ All Students ☐ Economically Disadvantaged ☐ English Language Learners ☐ Students with Disabilities ☐ Other:	☒ WSF $ ☐ Title I $ ☐ Title III $ ☐ IDEA $ ☐ CTE $ ☐ Focus/Priority $ ☐ CTE $ ☐ Other $ ☐ N/A	School climate survey SQS Discipline Data PBS Monthly Incentive Data
2. Counseling staff will continue to develop and improve lessons to teach positive character traits to be delivered weekly by teachers during the Ho'okele block. <OSSR 8B1, 8E1>	Counseling Department Head	☒ All Students ☐ Economically Disadvantaged ☐ English Language Learners ☐ Students with Disabilities ☐ Other:	☒ WSF $ ☐ Title I $ ☐ Title III $ ☐ IDEA $ ☐ CTE $ ☐ Focus/Priority $ ☐ CTE $ ☐ Other $ ☐ N/A	Character Trait Lessons Character Trait Program survey results

Goal 1, Optional Additional Strategy 6: Family and Community Involvement

Desired Outcome for this Strategy: Increase participation in family and community events from the 2014-15 school year to the 2015-16 school year as measured by sign-ins and other participating documents.				
Planning			**Capacity**	**Evidence of Progress**
Enabling Activities	**Name of lead responsible for reporting during ART process**	**Target Population(s)** Choose all that apply	**Source of Funds** Choose all that apply, and list amounts	What leading indicators will you monitor progress against during your ART routine that will show progress against your goal? Please include any short term measurable objectives.
1. The school will provide communication in the major languages of the school community - increase awareness and use of bilingual interpreter and translation services <OSSR 9B3>	Data Specialist, SSC, SpEd DH, ELL Coordinator	☐ All Students ☐ Economically Disadvantaged ☒ English Language Learners ☒ Students with Disabilities ☒ Other: Non English Speaking parents/community members	☒ WSF $ ☐ Title I $ ☒ Title III $ ☐ IDEA $ ☐ CTE $ ☐ Focus/Priority $ ☐ CTE $ ☐ Other $ ☐ N/A	Interpretation resources on minutes or student plans Posters for interpretation services posted in all classrooms
2. Increase and improve parent and community involvement <SW 6>	Title I coordinator, PCNC, Committee Facilitators	☒ All Students ☐ Economically Disadvantaged ☐ English Language Learners ☐ Students with Disabilities ☐ Other:	☒ WSF $ ☒ Title I $ ☐ Title III $ ☐ IDEA $ ☐ CTE $ ☐ Focus/Priority $ ☐ CTE $ ☐ Other $ ☐ N/A	

Goal 2 Staff Success

State Priority Strategies to Improve Student Achievement and Reduce Achievement Gaps (Required, and defined within the Implementation Continuums)	Does your Financial Plan support this strategy?	If not, why?
4. Provide all teachers with evaluation and feedback based on student growth and teaching practice	YES ☒ NO ☐	
5. Fully implement beginning teacher induction and mentoring standards	YES ☒ NO ☐	

Additional Strategies (Optional)	Does your Financial Plan support this strategy?	If not, why?
	YES ☐ NO ☐	
	YES ☐ NO ☐	
	YES ☐ NO ☐	
	YES ☐ NO ☐	

Data Driven Rationale for Additional Priorities:

Goal 2, Strategy 4: Educator Effectiveness Systems

Desired Outcome for this Strategy: 100% of teachers will have completed components of the Educator Effectiveness System as measured by Administrator's summary report by the end of the 2015-2016 school year.				
Planning			**Capacity**	**Evidence of Progress**
Enabling Activities	**Name of lead responsible for reporting during ART process**	**Target Population(s)** Choose all that apply	**Source of Funds** Choose all that apply, and list amounts	What leading indicators will you monitor progress against during your ART routine that will show progress against your goal? Please include any short term measurable objectives.
1. Provide teachers with support and feedback as part of the EES. - Conferencing - Observations - Dialogue with colleagues <SW 3>	Principal	☒ All Students ☐ Economically Disadvantaged ☐ English Language Learners ☐ Students with Disabilities ☐ Other:	☒ WSF $ ☐ Title I $ ☐ Title III $ ☐ IDEA $ ☐ CTE $ ☐ Focus/Priority $ ☐ CTE $ ☐ Other $ ☐ N/A	EES summary report In-service sign-ins PDE3 Collaboration Logs

Goal 2, Strategy 5: Induction and Mentoring

Desired Outcome for this Strategy: 100% of new teachers will be supported with mentoring and induction as measured by Kahua participation documentation by the end of the 2015-2016 school year.				
Planning			**Capacity**	**Evidence of Progress**
Enabling Activities	**Name of lead responsible for reporting during ART process**	**Target Population(s)** Choose all that apply	**Source of Funds** Choose all that apply, and list amounts	What leading indicators will you monitor progress against during your ART routine that will show progress against your goal? Please include any short term measurable objectives.
1. Provide ongoing support to all teachers in standards based education: - Mentoring (Kahua Induction program, coach mentoring) - Professional development opportunities and assistance to become highly qualified. <SW 3>	Administrator	☒ All Students ☐ Economically Disadvantaged ☐ English Language Learners ☐ Students with Disabilities ☐ Other:	☒ WSF $ ☐ Title I $ ☐ Title III $ ☐ IDEA $ ☐ CTE $ ☐ Focus/Priority $ ☐ CTE $ ☐ Other $ ☐ N/A	Sign in sheet from Kahua program Coaching meeting minutes HQ plan submitted to principal School level mentor assignment Collaborative logs

Goal 2, Optional Additional Strategy 6:

Desired Outcome for this Strategy:				
Planning			**Capacity**	**Evidence of Progress**
Enabling Activities	**Name of lead responsible for reporting during ART process**	**Target Population(s)** Choose all that apply	**Source of Funds** Choose all that apply, and list amounts	What leading indicators will you monitor progress against during your ART routine that will show progress against your goal? Please include any short term measurable objectives.
		☐ All Students ☐ Economically Disadvantaged ☐ English Language Learners ☐ Students with Disabilities ☐ Other:	☐ WSF $ ☐ Title I $ ☐ Title III $ ☐ IDEA $ ☐ CTE $ ☐ Focus/Priority $ ☐ CTE $ ☐ Other $ ☐ N/A	

OPTIONAL: <u>Goal 3 Successful Systems of Support</u>

Optional Strategies to Improve Student Achievement and Reduce Achievement Gaps	**Does your Financial Plan support this strategy?**	**If not, why?**
	YES ☐ NO ☐	
	YES ☐ NO ☐	

	YES ☐ NO ☐	

Data Driven Rationale for Additional Priorities:

Title I Addendum (for Title I schools only)

Title I School Requirements for Schoolwide Components			
Schoolwide Components **The plan must…**	**Covered in the Academic Plan/ School Plan? If so, where?** (location in Academic Plan/Schoolwide Plan, page #, section)	**If not, how will the school address the schoolwide components?**	**Accountable School Lead**
SW 1: Incorporate a comprehensive needs assessment of the entire school (including taking into account the needs of migratory students) that is based on information that includes student achievement relative to the State's academic content and achievement standards	Goal 1, Strategy 1: Common Core Standards Enabling activity 1 Goal 1, Strategy 3: Formative Instruction/Data Team Process Enabling Activities 1, 2 All activities are linked to the CNA through the data obtained from the Accreditation process and the On Site School Review.		Math and ELA Specialists

Title I School Requirements for Schoolwide Components			
SW 2: Identify schoolwide reform strategies that - a) Provide opportunities for all students to meet proficiency b) Use effective methods and instructional strategies c) Include strategies to address the needs of all students in the school, but particularly the needs of low achieving students and those at-risk of not meeting the State's student academic achievement standards d) Address how the school will determine if such needs have been met e) Are consistent with, and are designed to implement the state and Complex Area/Charter Governing Board improvement plans, if any	Goal 1, Strategy 1: Common Core State Standards Enabling Activity 1, 3 Goal 1, Strategy 3: Formative Instruction/Data Team Process Enabling Activity 1 Goal 1, Strategy 4: STEM Enabling Activity 1		Math and ELA specialists
SW 3: Provide instruction by highly qualified teachers	Goal 2, Strategy 4: Educator Effectiveness System Enabling Activity 1 Goal 2, Strategy 5: Induction and Mentoring Enabling Activity 1		Administrator
SW 4: Provide high quality and on-going professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel	Goal 1, Strategy 1: Common Core State Standards Enabling Activity 1 Goal 2, Strategy 5: Induction and Mentoring Enabling Activity 1		Administrator
SW 5: Implement strategies to attract high quality, highly qualified teachers	Goal 2, Strategy 5: Induction and Mentoring Enabling Activity 1	What strategies are being used to recruit and to retain highly qualified teachers?	Administrator

Title I School Requirements for Schoolwide Components			
SW 6: Implement strategies to increase parental involvement, such as family literacy services	Goal 1, Strategy 6: Family and Community Involvement Enabling Activity 2		Title I, PCNC
SW 7: Incorporate transition plan for assisting preschool children from early childhood programs, such as Head Start, Early Reading First, or a State-run preschool program to local elementary school program	N/A		
SW 8: Include teachers in the decisions regarding the use of academic assessments in order to inform and improve individual student achievement and the overall instructional program	Goal 1, Strategy 3: Formative Instruction/Data Team Process Enabling Activity 1		Data Specialist
SW 9: Ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement shall be provided with effective, timely, additional assistance. This assistance shall include measures to ensure that students' difficulties are identified on a timely basis and provide sufficient information on which to base effective assistance	Goal 1, Strategy 3: Formative Instruction/Data Team Process Enabling Activity 1 Goal 1, Strategy 2: Comprehensive Student Supports Enabling Activity 2		RTI Coordinator
SW 10: Coordinate and integrate federal, state, and local services and programs, including programs supported under No Child Left Behind: violence prevention program, nutrition program, housing programs, Head Start, adult education, vocational and technical education, and job training	Goal 1, Strategy 2: Comprehensive Student Supports Enabling Activity 3, 9		RTI Coordinator, SpEd DH