Kenowa Hills Early Childhood Center (KHECC)
2020-2021 School Improvement Plan
(Updated March 17, 2020)

School Improvement Team:

Name	Signature
Luke Scholten, Director of Early Childhood/Sp. Ed.	
Cali Lipscomb Director of Learning Center	
Gina Klatt, Community Ed. Preschool Teacher	
Cynthia Woodworth, Early Childhood Sp. Ed. Teacher	
Lisa Brouwer, GSRP Teacher	
Christina Perez, PTO President	
**, Parent	

Vision Statement: Kenowa Hills Public Schools will be the most innovative, student-centered district in the state.

Missions Statement: Cultivate and graduate globally competitive citizens.

KHPS ECC Motto: The KHECC provides the highest levels of early childhood educational experiences in a safe, nurturing and fun environment.

We are all CHAMPS: Caring
Happy
Awesome
Motivated
Playful
Safe

Enrollment:

Community Education Preschool	72
Great Start Readiness Program (GSRP)	32
Early Childhood Special Education	46
Daycare/Before and After School Program	272

Key Challenges-Key Initiatives:

The human brain develops more rapidly between birth and age five than during any other subsequent period. The first five years of life are a time of enormous social-emotional, physical and cognitive growth. A child's ability to be attentive, focused and follow directions emerges in the early years. These early years provide a window of opportunity to set either a sturdy foundation or fragile stage for what follows. Structured early learning fosters these abilities for later success in school and life. Over the past year, the KHECC staff and school improvement team has maintained a focus on inclusive practices specifically related to students with disabilities having increased opportunities to participate in activities with their non-disabled counterparts. One of the tools that has assisted us in this process is the Inclusive Classroom Profile (ICP) Manual. This guide helps the team by looking at very specific qualities of our program and provides a rating and means of improvement among these qualities. A few key qualities that we focused this year included: Adult Guidance of Children's free-choice activities and play, Relationships between adults and children, Supports for Communication, and Transition between Activities. We have also continued to focus and align our preschool outcomes with district kindergarten entry expectations. We are working continuously in developing more effective resources to use for the specific purpose of improving and aligning the KHECC curriculum, environment, staff, and expectations with best practices in early childhood education as well as with research-based practices associated with Competency-Based Education. In addition to the utilization of the Creative Curriculum and the Michigan Early Childhood Standards of Quality for Prekindergarten as the foundations of our programs. During recent years we have utilized the High/Scope Educational Research Foundation's Preschool Program Quality Assessment (PQA) (April, 2018), the Michigan special education monitoring system known as Catamaran (January, 2019), and the Great Start to Quality Star Rating System (February, 2019) as we seek continuous improvement at the early childhood level. These tools allow our staff to take a comprehensive look at each classroom, each program, and the building as a whole. The school improvement team works hard to align our strategies with the concepts, ideas, and theory supported by the Kenowa Hills Public School district's instructional framework a Gradual Release of Responsibility (GRR) and in collaboration with KnowledgeWorks.

The KHECC team reviewed efforts during the 2019-20 school year to meet our School Improvement goals. A brief summary of our progress includes:

- Goal #1: The ECSE teachers were able to collaborate with Community Education Preschool and GSRP teams to create a schedule (calendar of dates and times). The other part of this goal is for teachers to have an activity log for each inclusive opportunity that includes documentation of student performance on social-emotional standards. This portion of the

goal is to be completed by June 2020 and remains on going. This goal is expected to be met.

- Goal #2: Learning Center and Community Education Preschool teachers have completed registration via the MIregistry professional development data system. Completion of the 3 hours of PD associated with inclusion and cultural competence is ongoing (due June 2020) and expected to be completed on schedule. Staff will provide PD certificates as proof of completion. Additionally, all staff completed the Inclusive Classroom Profile (ICP) self assessment by January 2020. This goal is expected to be met.

In reflecting on progress with current goals, the KHECC staff determined that efforts with inclusion will continue. Discussion regarding next steps for goals indicated that inclusion opportunities have increased but are generally supervised social interaction vs. structured/instructional opportunities. Future opportunities would benefit from teacher-led social interaction activities in addition to unstructured social interaction time. Students need practice with specific social skills in order to improve generalization of what they have been taught. Additionally, development of skills and consistency with Capturing Kids' Heart practices is possible across all programs within the ECC. Practices like use of greetings, sharing "good things", use of hand signals, use of the "4 questions" and staff communication/body language were all noted as priority areas within the discussion.

Self-ratings on the Inclusive Classroom Profile (ICP) were reviewed. Based on data collected, there appears to be variable levels of practice across programs and teachers. There is a wondering about clarity of understanding around many of the items on the self-rating. There will be a need to review the results of this self rating to determine if additional activities and or a supplemental SI goal will be appropriate to continue to promote inclusion and community development.

The two areas that we prioritized for school improvement goals are 1) to enhance the quality of inclusion activities to have both access for children with disabilities to be included with non-disabled peers with both structured and unstructured activities. 2) To learn and demonstrate consistency with practices from the Capturing Kids' Hearts program.

District Priorities/Strategies

Strategy 1: Guaranteed and Viable Curriculum (GVC) - 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.

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. PLC's and stakeholder teams work together on issues regarding curriculum, assessment, instruction, and the achievement of all students (Marzano, 2012). Stakeholders are invested in the successes of the school and all play a role in helping the learning community engage in continuous improvement.

Strategy 3: Effective Instructional Framework - Gradual Release of Responsibility (GRR) - The gradual release of responsibility model or GRR model is an instructional model of teaching which is a designed method of pedagogy framed around a process devolving responsibility within the learning process from the teacher to the eventual independence of the learner. There are four main interactive components called Focus Lesson, Guided Instruction, Collaborative Learning and Independent Work. The gradual release of responsibility model of instruction has been documented as an effective approach for improving achievement.

Strategy 4: 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.

Developing a High Quality Integrated Preschool Program:

Area of Focus: Improve decision making practices and procedures relating to identifying and implementing opportunities for students with disabilities to be included with non-disabled peers on an individualized basis.

District Alignment SI: Strategy #3 (GVC) and Goal #2; PQA Category C(f) (Accessibility for those with Disabilities)

School Improvement Goal Area #1: During the 2020-2021 school-year, the KHECC ECSE, community preschool, and GSRP teachers will continue with a minimum of 2x/week for 30 min each session with each including a structured activity that focuses on social/emotional development.

Action Steps	Evidence of Effectiveness
By September 30th, 2020 KHECC ECSE staff and the general education teachers will develop a calendar that meets the minimum 30 minutes 2 times per week of inclusion opportunities and identify activities that teach interaction skills (meeting and greeting others) for the 2020-2021 school-year.	● Developed calendar dates of times ● Development of scope and sequence for instruction in meeting and greeting skills/list of activities that teachers will use for instruction and practice
Implementation to begin no later than the week of October 12th. A log will be created to identify the activity and document student response data (example areas could be: participation, level of teacher prompting, student reactions, etc.)	● Teacher Activity log ● Rubric for specified social-emotional learning standards
By December 18th, 2020, KHECC staff will reflect on activities and data collected and determine if any adjustments should be made.	● Meeting notes and Activity logs ● Rubric for specified social-emotional learning standards
By March 5th, 2021 KKHECC staff will reflect on activities and data collected and determine if any adjustments should be made for the current and/or next school year.	● Meeting notes and Activity logs ● Rubric for specified social-emotional learning standards

Area of Focus: Increase professional development opportunities for all KHECC staff members as it relates to early childhood inclusion as well as cultural competence.

District Alignment SI: Strategy #4, PQA Category B(e) (In-service training, content, and methods)

School Improvement Goal #2: During the 2020-2021 school-year, each KHECC staff group increase use of key Capturing Kids' Hearts practices.

Action Steps	Evidence of Effectiveness
By September 30th, 2020 KHECC staff will be introduced to the key CKH practices: Greeting students, sharing "good things", use of hand signals, use of the "4 questions"	● Meeting notes

By October 31st, 2020 KHECC staff will be trained in and demonstrating use of Greetings and sharing "good things".	● Meeting Notes ● Direct observation
By November 30th, 2020, KHECC staff will be trained in use of hand signals, use of the "4 questions"	● Meeting Notes ● Direct observation
By December 18th, 2020 KHECC staff will out activities being implemented with acknowledgement of what is going well and what requires improvement	● Meeting Notes
By March 5th, 2021 KKHECC staff will reflect on activities and determine if any adjustments should be made for the current and/or next school year.	● Meeting Notes

Resources:
- Access to Capturing Kids' Hearts district trainer for planning for key practices
- Time to meet with staff outside of staff meetings, both for inclusion planning and CKH training
- Inclusive Preschool Profile (ICP) materials
- Miregistry online professional development portal

Expected Outcomes:

1. Improved quality of early childhood standards of care at the KHECC
2. Improved quality of early childhood educational practices at the KHECC
3. Improved relationships and collaboration between families and KHECC staff
4. Promote Kenowa Hills Public Schools as a district that takes early childhood seriously and understands the importance of the quality early childhood experience
5. Promote KHECC as a program where learning is the constant and time is the variable

For Reference: Preschool Program Quality Assessment (PQA) Review (Classroom Level):
        **highest score possible= 5

I.   Learning Environment:

II.   Daily Routine:

Subcategory	2018 Score	2017 Score	Growth

	2018	2017	Growth
a. Safe and healthy environment	5	4	+1
b. Defined interest areas	5	4	+1
c. Logically located interest areas	4	5	-1
d. Outdoor spaces, equipment, materials	5	4	+1
e. Organization and labeling of materials	5	4	+1
f. Varied and open-ended materials	5	5	
g. Plentiful materials	5	5	
h. Diversity-related materials	5	4	+1
i. Displays of child-initiated work	5	5	

Subcategory	2018 Score	2017 Score	Growth
a. Consistent daily Routine	5	5	
b. Parts of the day	5	5	
c. Appropriate time for each part of the	5	3	+2
day	5	4	+1
d. Time for child planning	5	3	+2
e. Time for child-initiated activities	5	5	
f. Time for child recall	5	5	
g. Small group time	5	5	
h. Large group time	3	4	-1
i. Choices during transition times	5	4	+1
j. Clean-up time with reasonable choices	5	5	
k. Snack or meal time	5	5	
l. Outside time			

III. Adult-Child Interaction:

Subcategory	2018 Score	2017 Score	Growth
a. Meeting basic physical needs	4	5	-1
b. Handling separation from home	5	3	+2
c. Warm and caring atmosphere	5	5	
d. Support for child communication	5	3	+2
e. Support for non-English speakers	5	5	
f. Adults as partners in play	5	5	
g. Encouragement of child initiatives	5	4	+1
h. Support for child learning at group	5	5	
i. Opportunities for child exploration	5	5	
j. Acknowledgement of child efforts	5	5	
k. Encouragement for peer interactions	5	5	
l. Independent problem solving	4	4	
m. Conflict resolution	5	5	

IV. Curriculum Planning and Assessment:

Subcategory	2018 Score	2017 Score	Growth

a. Curriculum model	5	5	
b. Team teaching	4	5	-1
c. Comprehensive child records	5	5	
d. Anecdotal note taking by staff	5	3	+2
e. Use of child observation method	5	5	

Kenowa Hills Professional Development Plan - 2019-20
Updated 8/1/2019

August 19, 2019 - Welcome Back Breakfast - High School Commons
7:30 AM - 8:00 AM
All Staff Welcome!
Day 1 & 2 August 19 & 20 Canvas LMS Training - All Certified Staff
Please bring a digital photo for your profile, and a unit of study you would like to create in Canvas

● 8:00 AM - 3:00 PM
● Lunch on your own 11:30-12:30 (1 hour)
● Total DPPD (12 hours)
● Breakout groups for Canvas Training:
○ ECSE, Grades KK-2, Elem MiCI/ASD, Elem SpEd, Elem Interventionists, Elem. coaches - High
School Media Center
○ Grades 3-5, Elem Specialists & Itinerants - High School Choir Room
○ Middle School - Middle School Large Group Instruction Room
○ High School - High School Large Group Instruction Room

August 20 - Capturing Kids' Hearts - All Non-Certified District Staff
8:00 AM - 3:00 PM
Lunch on your own 11:30 AM - 12:30 PM
High School Performing Arts Center (PAC)
Day 3 & 4 August 21 & 22 Capturing Kids' Hearts PD - All Certified Staff
All certified staff will attend DPPD with their building for Capturing Kids' Hearts
● 8:00 AM - 3:30 PM

- 1⁄2 hour Lunch
- Total DPPD (14 hours)

*Breakout Groups for Capturing Kids' Hearts Training-Trainers would like participants to be outside their own campus. So please note
the location change for MS and HS on Wed & Thurs.

○ Location spreadsheet will be shared. Please make certain you attend the location you are assigned as we
are limited on number of participants at each location. Thank you!

Asynchronous - DPPD (3 hours) - Safe Schools
November 13 - 1⁄2 Day - Teachers do not have to be on campus in the afternoon
Elementary Records Day - 3 hours PM
Secondary Staff online PD - 3 hours PM
December 19 - 1⁄2 Day - Teachers do not have to be on campus in the afternoon
Elementary Staff online PD - 3 hours PM
Secondary Records Day - 3 hours PM
Asynchronous - DPPD (3 hours) - Safe Schools
February 18 - No School Teachers do not have to be on campus this day
PM Elementary records day - 3 hours
PM Secondary online PD - 3 hours
March 20 - 1⁄2 Day - Teachers do not have to be on campus in the afternoon
- Elementary online PD - 3 hours
- Secondary records day - 3 hours

TOTAL DPPD = 32 Hours

Curriculum Specific PD

- High School Math Curriculum PD
Dates TBD
- Literacy Coaches Network Meetings - Kent ISD
- MichME Math Meetings - Kent ISD

Professional Development that is ongoing throughout the year:
Classroom Learning Lab Dates: TBD
The lab classroom is an in-house professional development

model that takes place in a host teacher's room during the normal school day, framed by a pre-observation meeting and a debriefing session. The lab classroom provides an authentic opportunity for colleagues to see highly effective instruction in practice. Because the model provides for several sessions throughout the year,teachers have the opportunity to share and discuss the successes and challenges of their independent practice with their colleagues, continually improving their teaching skills.

Focus for 2019-20
● GRR
● Personalized Learning
● K-3 Early Literacy
Classroom Personalized Learning Coaching - CBE Specialist Coaching and professional development services for our continued implementation of a personalized learning system of education. Coaching services will include:

1) Consistent and ongoing coaching for certified staff including goal setting and ongoing Instructional Rounds for feedback and support.
2) Professional development for Kenowa Hills Instructional Coaches surrounding personalized learning,
3) Strategic planning with the district improvement and school improvement teams.
4) Building and district level analyses and reports surrounding personalized learning implementation; including strengths and areas for continued growth.
5) Professional development for Kenowa Hills teacher and administrator leadership teams surrounding personalized learning and the continuous cycle of strategic planning.
6) Parent professional development related to personalized learning in a mastery system of education.
7) Network with other districts about CBE systems.(CBE Consortium)
8) Continue work with Graduate Profile, Power Standards, and Competencies/Assessment

Laura Hilger - KnowledgeWorks Coach - January 9-10
Laura Hilger - KnowledgeWorks Coach - May 20-21
District Instructional Coaching
District Instructional Coaches will facilitate CLLs and will support the District and Building SI Goals. All instructional coaches are

building leaders when it comes to helping teachers with individualized professional development.

Focus for 2019-20

● Personalized Learning
● GRR
● Elementary instructional coaches will also work with individual teachers and groups of teachers pertaining to professional development related to early literacy in grades K-3.
● New Staff Coaching

Elementary Mathematics Study Team and Professional Development

● September 18 - Study Team Meeting
● Elementary Team with Rusty Anderson - KentISD Math Consultant
  ○ September 26
  ○ October 21
  ○ November 21
  ○ December 17

Essential Standards Curriculum Work

Essential standards determined for the following: DatesTBD

● K-5 Social Studies/Science
● 6-12 Electives

Performance Assessments: Jonathan VanderEls

Cohort 2

October 1

October 24

January 15

Cohort 3

January 16

February 11

April 21

Technology: Dates TBD

Optional after school technology trainings will be offered by the Kenowa technology staff to all building staff to help them with technology they need support with learning. The topics offered may include:

● Technology Integration
● MITech Standards
● Canvas

New Staff and Probationary Staff - Professional Development Dates

Location - Administration Building Board Room - Time: 4:00 PM -

5:00 PM - 7 Hours
September 24 - Brooke Davis - Classroom Management Plans
October 10 - Cherie Horner - 5D Evaluation
November 20 - Erica Kochaney - Gradual Release of Responsibility
December 12 - Mike Burde - Personal Mastery
January 23 - Mike Roland - Technology Integration
February 25 - - (new hire) - Special Education
March 24 - Jason Snyder - EL Instruction