



2023-24 KH Early Childhood Center School Improvement and Personal Mastery Action Plan

This school improvement plan is designed to address student achievement and system needs identified through the school's Comprehensive Needs Assessment (CNA). This plan also provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA).

This plan was developed based upon the results of Kenowa Hills Early Childhood Center's **Comprehensive Needs Assessment** completed in the spring of 2023. Questions about this School Improvement Plan should be directed to Luke Scholten via email at lscholten@khps.org or by phone at 616-647-0910.

Kenowa Hills Public Schools

Kenowa Hills Early Childhood Center

3971 Richmond CT

Phone: 616-647-0910

Principal: Luke Scholten

Marzano's High Reliability Schools (HRS) Framework	
* Marzano, R. J., Warrick, P. B., Rains, C. L., Dufour, R., & Jones, J. C. (2018). <i>Leading a high reliability school</i> . Solution Tree Press.	
HRS Level 1	Culture and Climate <i>(Safe, Supportive, and Collaborative Culture)</i>
HRS Level 2	Effective Instructional Framework - Gradual Release of Responsibility <i>(Effective Teaching in Every Classroom)</i>
HRS Level 3	Essential Standards & Learning Progressions <i>(Guaranteed & Viable Curriculum)</i>
HRS Level 4	Standards-Based Grading & Assessment <i>(Standards-Referenced Reporting)</i>
HRS Level 5	KHPS Personal Mastery <i>(Personalized, Competency-Based Education)</i>



2023-24 KH Early Childhood Center School Improvement and Personal Mastery Action Plan

Goal #1: By 5/30/24 ECC preschool and early childhood special education staff will demonstrate non negotiable and agreed upon CKH practices in preschool classes at 100% daily based on walkthrough and self-reporting data.

HRS Level 1	HRS Level 2	HRS Level 3	HRS Level 4	HRS Level 5
x				

<i>Research-based Strategy</i>	<i>Action Steps</i>	<i>Performance Indicators (routine monitoring and final)</i>	<i>Who is Responsible?</i>	<i>Funding Source(s)</i>
Consistent engagement and relationship building for all students.	<i>Review/Train in key CKH practices</i>	<i>Review and Identify consistent CKH practices (with adaptations if necessary), take baseline data (10/16/23)</i> <ul style="list-style-type: none"> ● <i>Nonnegotiable practices: greeting, launch, good things/morning meeting</i> ● <i>Practices to discuss: “the T”, 4 questions</i> ● <i>Confirmed the 3 non negotiables at 10/16 staff mtg</i> ● <i>Staff self-report is that all exist in some form in all ECSE and preschool classes (clarifying discussion occurred regarding “good things” practices)</i> 	<i>Cindy, Luke</i>	<i>G for all</i>



2023-24 KH Early Childhood Center School Improvement and Personal Mastery Action Plan

		<p><i>Train both nonnegotiable practices and agreed upon practices with preschool classes (10/16/23)</i></p> <ul style="list-style-type: none"> • <i>It was determined that formal training is not needed for practices</i> 	<p><i>Cindy, Janet, Luke (Process Champions Team)</i></p>	
		<p><i>Determine material needs for classrooms (10/16/23)</i></p> <ul style="list-style-type: none"> • <i>No additional materials needed for purchase</i> • <i>Some classes use visuals that were printed and laminated</i> 	<p><i>Cindy, Luke</i></p>	
	<p><i>Establish a schedule of focus and dialogue at staff meeting</i></p>	<p><i>Schedule for Nov. - March CKH practice focus area(s)</i></p> <ul style="list-style-type: none"> • <i>Next scheduled discussion on practice will be in January</i> • <i>In addition to review of nonnegotiables, discuss use of "T" and/or 4 questions for second semester, consider using PLC time to work out details for specific classrooms</i> 	<p><i>Luke</i></p>	
	<p><i>Monitor practice</i></p>	<p><i>Progress shared at scheduled times during staff meetings and</i></p>	<p><i>Luke</i></p>	



2023-24 KH Early Childhood Center School Improvement and Personal Mastery Action Plan

		<p>Director observation (ongoing, through 4/30/24)</p> <ul style="list-style-type: none"> • All teachers have some level of co-teaching with a CKH trained teacher • CKH trained teachers to model and collaborate on CKH practices within each class • Progress on “T” and 4 questions to be shared at Feb. staff mtg. 		
	Reflect & Share Results	<p>Gather information to determine performance, practices to grow and/or practices to add (4/30/24)</p> <ul style="list-style-type: none"> • Results, discussion and next steps to be shared by 4/30/24 via staff meeting 	Cindy, Luke	

Goal Notes: *Although there are several different programs and different awareness/levels of training with CKH, all students will be of school age and engage with the CKH practices in grade school. We want to align practices across preschool classrooms.*