



2022-23 KH ECC 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 review of 2021-22 PMAP and parent input survey completed in the spring of 2022. 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

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Principal: Luke Scholten

Marzano's High Reliability Schools (HRS) Framework <i>* Marzano, R. J., Warrick, P. B., Rains, C. L., Dufour, R., & Jones, J. C. (2018). Leading a high reliability school. Solution Tree Press.</i>	
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>

[Resource for creating meaningful goals](#)



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Goal #1: By 4/30/23 a draft of the new report card will be completed and submitted to the Department of Teaching and Learning.

HRS Level 1	HRS Level 2	HRS Level 3	HRS Level 4	HRS Level 5
		X	X	

Research-based Strategy	Action Steps	Performance Indicators (routine monitoring and final)	Who is Responsible?	Funding Source(s)
Guaranteed and viable curriculum, assessing standards demonstrating development towards functional skills and Kindergarten readiness.	Review KK/K report card	Notation of similarities/differences in focus (9/30/22)	ECSE PLC	G (for all)
	Gather information from KK/K teachers (curriculum focus, impressions of readiness academically/socially)	Create a survey for KK/K teachers regarding impressions of students' needs upon entering the school year. (10/10/22)	ECSE PLC, Director	
		Survey information from teachers regarding needs of students entering KK/K (10/31/22)	ECSE PLC, Director	
	Identify areas to prune/add to EC report card	Reviewing Survey results (11/21/22)	Preschool teachers, Director	
		Draft updated list of standards (1/16/23)	Preschool teachers,	



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			<i>Director</i>	
	<i>Determine need for new/additional assessments</i>	<i>Map assessment sources to all standards assessed, add or modify rubrics for each standard (2/21/23), consider a data protocol for how/when to assess</i>	<i>Preschool teachers, Director</i>	
		<i>Determine need for assessment purchases (2/21/23)</i>	<i>Preschool teachers, Director</i>	
	<i>Finalize set of standards for report card</i>	<i>Team completes list of standards (4/30/23)</i>	<i>Preschool teachers, Director</i>	
		<i>Team shares report card draft with Dept. of T&L (4/30/23)</i>	<i>Director</i>	
Funding Source Key: G = General Fund, 31a, TI = Title 1, TI-C = Title 1-C, TII = Title II, TIII = Title III, TIV = Title IV, ESII = ESSER 2, ESIII = ESSER 3				

Goal Notes: *Include an overview of the data sources that led to the identification of this school improvement goal and the research supporting the strategies included for this goal.*



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Goal #2: By 5/30/23 ECC classrooms will consistently demonstrate agreed upon CKH practices.

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.	Review/Train in key CKH practices	Survey practices with ECSE & Community Ed Preschool (10/10/22)	SI Team	G for all
		Train basic practices with child care/before & after care (10/10/22)	Directors	
	Identify areas of practice for focus/feedback	List of specific practices/expected staff behaviors (11/21/22)	Preschool Teachers, Directors	
		Sharing of list with all staff (11/21/22)	Directors	
		Determine material needs for classrooms (11/21/22)	Preschool Teachers, Directors	
	Monitor practice	Directors share feedback on practices (ongoing, through 4/30/23)	Directors	



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	<i>Reflect & Share Results</i>	<i>Gather information to determine performance, practices to grow and/or practices to add (5/30/23)</i>	<i>Preschool Teachers, Directors</i>	
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Goal Notes: *Include an overview of the data sources that led to the identification of this school improvement goal and the research supporting the strategies included for this goal.*