



Kenowa Hills Early Childhood Center (KHECC)
2019-2020 School Improvement Plan
 (Updated March 11, 2019)

School Improvement Team:

Name	Signature
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Kelley Johnson Director of Daycare	<i>Kelley Johnson</i>
Gina Klatt, Community Ed. Preschool Teacher	<i>Gina Klatt</i>
Cynthia Woodworth, Early Childhood Sp. Ed. Teacher	<i>Cynthia Woodworth</i>
Lisa Brouwer, GSRP Teacher	<i>Lisa Brouwer</i>
Christina Perez, PTO President	<i>Christina Perez</i>
Deborah Goudy, Parent	<i>Deborah Goudy</i>

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	79
Great Start Readiness Program (GSRP)	32
Early Childhood Special Education	39
Daycare/Before and After School Program	235

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, we also utilize 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 the evaluative components of the Great Start to Quality self-assessment and with support from the Kent Intermediate School District's office of Great Start completed the STAR Assessment receiving a rating of (3) out of 5 stars. A brief summary of our progress includes:

- The KHECC Early Childhood Team met our goal that each KHECC staff group will participate in at least (3) professional development opportunities that focus on personal mastery and competency-based education. We continued our goal that each KHECC staff worked on assuring that all programs under the KHECC umbrella were participants and collaborators in the building Professional Learning Community as

well our district's alignment with personal mastery and competency-based education. The KHECC school improvement team identifies the necessity to continue our growth in the areas of competency-based education, inclusive practices, and cultural competence.

- The KHECC Team met the expected growth goal of creating a written process/procedure for determining level of inclusion for children with disabilities to be educated with non-disabled peers on a more individualized basis as it relates to identifying the least restrictive setting (LRE) through each student's Individualized Education Program (IEP).
- Through collaboration of all KHECC program staff, the team continued our focus on increasing inclusive opportunities for young children with disabilities to interact and learn with typically developing peers. The staff worked toward achieving quality inclusion activities by developing a strong system-level process that can be maintained over time. These opportunities that allowed both general education preschoolers and preschoolers with disabilities to learn and interact together, took place throughout the school-year each week. These opportunities focused on the entire classroom participation as opposed to individual student needs. Staff addressed ongoing training and support, facilitated teacher planning, and scheduled work-time. Staff utilized the Gradual Release of Responsibility (GRR) Focused-Lesson template to assist with planning of lesson and lesson structure. Staff members have identified a need for clarity in our processes to determine when and how inclusion decisions are made on an individual student-level basis. Early childhood inclusion is also an identified area of focus within the special education monitoring system. The last reported data (2015-2016) shows that Kenowa Hills Public Schools has a participation rate of 68.83% of 3-5 year-old students with disabilities attending separate special education classrooms. The state target is $\leq 43.20\%$. This will continue to be a goal area.
- The School Improvement Team continued our review of the existing preschool curriculum. Continuing to work toward our alignment with the Great Start to Quality self-assessment curriculum components and alignment with the Gradual Release of Responsibility Framework, the KHECC team reviewed our existing preschool curriculum (Creative Curriculum and the Brigance Assessment outcomes) articulated and defined the rubric to be used in the assessment and reporting of progress on learning targets. We then utilized the rubric/proficiency rating scale format within our personal mastery/competency-based approach developing proficiency levels that add clarity and transparency to families regarding their child's progress and kindergarten readiness.
- With support from our continued partnership with our Knowledge Works partner (Laura Hilger) and coaching with the District Competency-based

Coach (Steve Lavoie), we continued our progress toward the development of the KHECC “next action steps” with the goal of keeping the KHECC in line and included as part of our district’s competency-based initiatives. One challenge continues to be fidelity of implementation across programs (as we have 4 different programs within the building) and the assurance that the implementation steps for personalized learning align with developmentally appropriate practices relating to very young children (i.e. using child friendly words, developmentally appropriate pictures, and whenever possible using the actual students for creating classroom operating procedures). We developed focus areas surrounding inclusion of celebrations for students on instructional goals met. We continued our celebrations board. One thing that the team notes is that keeping parents engaged in the competency-based system is difficult.

Once the KHECC staff completed the classroom level PQA (Form A) yielding the data listed below. Once reviewed, we discussed points of pride with regard to our areas of strength (i.e. those areas that we established a score of 4 and above) and prioritized those items where the KHECC received a score lower than 4 and created goals and action steps to improve our top 2 priorities based on student, parent, and agency needs. The two areas that we prioritized for school improvement goals are 1) to create a process for children with disabilities to be included with non-disabled peers on a more individualized basis as it relates to identifying the least restrictive setting (LRE) through each student’s Individualized Education Program (IEP) and 2) To schedule and provide professional development opportunities for all KHECC school staff member to focus on personal mastery/competency-based concepts.

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: Level #3 (GVC) and Goal #2; PQA Category C(f) (Accessibility for those with Disabilities)

School Improvement Goal Area #1: During the 2019-2020 school-year, the KHECC will increase frequency and duration of inclusive opportunities specifically for children participating in the ECSE program (PM sessions) from current 1x per week for 20 minutes up to 2x per week for 30 minutes.

Action Steps	Evidence of Effectiveness
By September 30 th , 2019 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 for the 2019-2020 school-year.	<ul style="list-style-type: none"> • Developed calendar dates of times
By June 10 th , 2020 KHECC ECSE teachers will have a classroom log documenting each inclusive opportunity, the activity the students participated in, and documentation of student performance on social-emotional standards (i.e. progress reporting).	<ul style="list-style-type: none"> • Teacher Activity log • Individual student reporting on teacher developed 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: Level #2, PQA Category B(e) (In-service training, content, and methods)

School Improvement Goal #2: During the 2019-2020 school-year, each KHECC staff group will participate in at least (3) hours of professional development opportunities that focus on inclusive preschool practices and cultural competency.

Action Steps	Evidence of Effectiveness
By September 30 th , 2019 KHECC will have completed the online registration/set-up within the Mlregistry professional development data system.	<ul style="list-style-type: none"> • Director Calendar Date/online review for completion
By October 31 st , 2019 KHECC staff will complete a self-assessment utilizing the Inclusive Classroom Profile (ICP) tool.	<ul style="list-style-type: none"> • Copies of completed self-assessment document • Profession Development Plans
By December 30 th , 2019, KHECC staff will have entered their individual professional development within the Miregistry professional development data system with all of their professional development for the year.	<ul style="list-style-type: none"> • Director Calendar Date/online review for completion
By June 2020, All KHECC staff groups will have participated in at least (3) hours professional development opportunities associated with inclusion and cultural competence	<ul style="list-style-type: none"> • Sign-in sheets/Agendas/or PD certificates

Resources:

As part of our school improvement activities the one resource needed is time for PLCs and planning for the implementation of our goals. Additionally, other materials for the student inclusion activities may be purchased as the lessons are being developed. Staff will also need to utilize the Miregistry online professional development portal. Each staff member will need a copy of the Inclusive Preschool Profile (ICP) rubric for their classroom self-assessment.

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

Preschool Program Quality Assessment (PQA) Review (Classroom Level):

**highest score possible= 5

I. Learning Environment:

Subcategory	2018 Score	2017 Score	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	

II. Daily Routine:

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 day	5	3	+2
d. Time for child planning	5	4	+1
e. Time for child-initiated activities	5	3	+2
f. Time for child recall	5	5	
g. Small group time	5	5	
h. Large group time	5	5	
i. Choices during transition times	3	4	-1

j. Clean-up time with reasonable choices	5	4	+1
k. Snack or meal time	5	5	
l. Outside time	5	5	

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 2018-19

Day 1 - Staff Orientation - August 21 DPPD (1 hour for Safety Session)

- Breakfast
- School Safety Session (all staff - PAC) - MORNING 8:00 AM - 9:00 AM
- Association Meetings 9:00 AM - 10:00 AM
- Staff Meetings
- Lunch
- Staff work time in classrooms

Day 2 - KnowledgeWorks - Virgil Hammond - August 22 DPPD (6.5 hours)

- Why CBE?
- Vision CBE and how this work has evolved
- Next steps for KHPS

Day 3 - Ed Camp - August 23 - DPPD (6.5 hours)

Grades PreK-12

- *Teacher Evaluation - 5D - 3 concurrent in AM for an overview of 5D
 - A "must attend" session (one of the three)
 - K Knights, Kindergarten and grades 6-8 Math teachers will attend session one 8-9 AM of Teacher Evaluation sessions and spend the rest of the day in grade specific trainings
 - K Knights and Kindergarten - KRA Assessment Training
 - Grades 6-8 Math - New math series training
- *Teacher Evaluation - 3 concurrent in PM for a deeper dive (optional)
- *LMS - New LMS intro sessions
- *True Success K-5 (SEL) - An elementary intro session
 - Other PD times and days TBD - Possibly PD before PLC/staff meetings
- Survey data will drive other offerings
- Teacher PD will consist of teacher generated topics

Professional Learning Community Professional Development - DPPD (6 hours)

(Sept 19, Dec. 19, Jan 23, April 24, May 8, June 5)

The first hour of early release PLC time is used for building PD needs associated with the District Goals and Building School Improvement Plans

Possible Topics:

- True Success - (K-5)
- GRR (K-12)
- Personalized Learning (K-12)
- K-3 Literacy (K-3)
- LMS (K-12)

Asynchronous - DPPD (8 hours)

February 19 - Safe Schools - Online training - 5 hours K-12 - No School this day

- Elementary records day - 3 hours
- Secondary online PD - 3 hours

March 15 - No school this afternoon

- Elementary online PD - 3 hours
- Secondary records day - 3 hours
- Personalized Professional Development Choices - Asynchronous
 - This PD has choices of learning options for PD hours. Topics TBD