MICIP Portfolio Report

Kentwood Public Schools

Goals Included

Active
- Culture of Excellence
- Equitable Opportunities & Outcomes
- High-impact, diverse staff
- Whole Child Environments

Buildings Included

Open-Active
- Bowen Elementary
- Brookwood Elementary
- Challenger Elementary
- Crestwood Middle School
- Crossroads Alternative High School
- Discovery Elementary
- East Kentwood Freshman Campus
- East Kentwood High School
- Endeavor Elementary
- Explorer Elementary
- Glenwood Elementary
- Meadowlawn Elementary
- Pinewood Middle School
- Southwood Elementary
- Townline Elementary
- Valleywood Middle School

Plan Components Included

Goal Summary
Data
    Data Story
Strategy
    Summary
    Implementation Plan
        Buildings
        Activities
            Activity Text
            Activity Buildings

MICIP Portfolio Report

Kentwood Public Schools

Culture of Excellence

Status: ACTIVE

Statement: Our goal is to achieve a 15% reduction in the achievement gaps among diverse student groups by implementing uniform teaching approaches and assessment systems across all grade levels in KPS, with the aim of realizing these improvements by the end of the 2025-26 academic year.

Created Date: 06/22/2023   *Target Completion Date:* 06/30/2027

Data Story Name: Culture of Excellence

Initial Data Analysis: Initial data analysis reveals a notable absence of consistency and coordination, particularly during the transition phase from 5th to 6th grade. In addition, there are significant disparities in achievement levels within KPS, especially between White and African American students, as well as students with disabilities.

Initial Initiative Inventory and Analysis: Mathematic Standards Prioritization
KPS is emphasizing academic standards in mathematics, given the sequential and cumulative nature of mathematical concepts. Establishing a firm foundation in earlier grades is crucial for tackling complex mathematical challenges in subsequent years.
The aim of this prioritization is to provide students with a thorough understanding of each concept, enhancing their ability to grasp and apply knowledge effectively. This approach helps students to be better prepared for tackling advanced mathematical problems in the future.
Unified Assessment System Implementation
To ensure coherence in tracking academic achievement, KPS is adopting the i-Ready benchmark assessment across grades 6-8, replacing the previously used NWEA MAP. Previously, grades 6-8 used the NWEA MAP, while grades K-5 used i-Ready. The current shift to a uniform i-Ready application across all grades will foster more consistent and aligned data, enhancing the analysis and understanding of student performance.
Summer School
KPS' summer school traditionally had minimal impact, as evidenced by a comprehensive matching study (see "KPS Summer School Impact Analysis" from data story). In response to these findings, KPS introduced an innovative summer lab concept in summer 2023. Teachers were empowered to design their own unique 2-week courses, covering a diverse range of engaging topics: from social-emotional learning to hands-on exploration in the creek, to an "amazing race" course diving into world cultures. The aim was to infuse summer education with greater relevance, engagement, and fun. Given the overwhelmingly positive feedback from staff, families, and students, KPS plans to continue these summer learning labs for the foreseeable future.

Gap Analysis: Achievement Gap

A significant achievement gap is evident between White and African American students. In the 2021-22 academic year, only 24% of African American 11th graders met the SAT benchmark in EBRW. Conversely, 62% of White students achieved the same benchmark, highlighting a nearly 40-percentage-point disparity.

District Data Story Summary: Coherence in the K-12 SystemAn examination of the Kentwood K-12 system reveals a lack of educational continuity and cohesion across grades. For instance, M-STEP data reveals a 10 percentage point difference in mathematics between grades 5 and 6 in 2021-22. Similarly, in College Board EBRW, we see a gap of 9 percentage points between grades 9 and 11 for 2021-22.

Achievement GapMore stark is the achievement gap between white and African American students. For example, in 11th grade EBRW, just 24 percent of African American students met the SAT benchmark in 2021-22. In comparison, 62 percent of white students met these same benchmarks in 2021-22. This is a gap of almost 40 percentage points.

Assessment Progress

State assessment data from Spring 2022 reveal that student achievement still lags behind pre-pandemic data across most grade and subject areas.

Strategies:

(1/5): Professional Learning Communities

Owner: Bre Bartels

Start Date: 06/22/2023   *Due Date:* 06/30/2027

Summary: A Professional Learning Community (PLC) is educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. PLCs operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators. — adapted from Learning by Doing

3 Big ideas of a PLC Focus on Learning

The fundamental purpose of the school is to ensure high levels of learning for all students. This focus on learning translates into four critical questions that drive the daily work of the school. In PLCs, educators demonstrate their commitment to helping all students learn by working collaboratively to address the following critical questions:

1) What do we want students to learn? What should each student know and be able to do as a result of each unit, grade level, and/or course?

2) How will we know if they have learned? are we monitoring each student's learning on a timely basis?

3) What will we do if they don't learn? What systematic process is in place to provide additional time and support for students who are experiencing difficulty?

4) What will we do if they already know it?

Build a CollaBorative Culture

• No school can help all students achieve at high levels if teachers work in isolation.

• Schools improve when teachers are given the time and support to work together to clarify essential student learning, develop common assessments for learning, analyze evidence of student learning, and use that evidence to learn from one another.

Focus on Results

• PLCs measure their effectiveness on the basis of results rather than intentions.

• All programs, policies, and practices are continually assessed on the basis of their impact on student learning.

• All staff members receive relevant and timely information on their effectiveness in achieving intended results.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
4 - Implement Regular PLC Meetings: Schedule regular, dedicated meeting times for PLCs. During these sessions, educators can	Bre Bartels	06/22/2023	06/30/2027	ONTARGET

Activity	Owner	Start Date	Due Date	Status
share best practices, discuss student progress, and brainstorm solutions to instructional challenges.				
Activity Buildings: All Buildings in Implementation Plan				
1 - Establish the Purpose and Vision of PLCs: Define clear goals, roles, and expectations for PLCs, emphasizing collaboration, continuous improvement, and student success.	Bre Bartels	06/22/2023	06/30/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
2 - Create PLC Teams: Form teams based on grade level or subject area, ensuring each PLC comprises diverse talents and expertise to enhance collaborative learning.	Bre Bartels	06/22/2023	06/30/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
3 - Provide Training: Offer professional development workshops on effective PLC practices, focusing on collaborative problem-solving, data analysis, and instructional strategies.	Bre Bartels	06/22/2023	06/30/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
5 - Continuous Evaluation and Feedback: Establish a system for monitoring the effectiveness of PLCs, collecting feedback from participants and making necessary adjustments to enhance the efficacy of the collaboration.	Bre Bartels	06/22/2023	06/30/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
6 - Long-term Sustainability: Develop strategies for maintaining the longevity of PLCs, such as institutional support, ongoing training, and recognition of the PLCs' contributions to school improvement.	Bre Bartels	06/22/2023	06/30/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(2/5): Competency: Teacher - Staff Coaching

Owner: Bre Bartels

Start Date: 06/22/2023   *Due Date:* 06/30/2027

Summary: Provide all staff with a purposeful partnership with a trained coach; include ongoing, timely feedback aligned to professional learning and teacher growth plans.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
5 - Continuous Evaluation and Improvement: Regularly assess the effectiveness of the coaching model through surveys, feedback sessions, and reviews of student achievement data. Use this information to refine the model and make improvements as necessary.	Sunil Joy	06/22/2023	06/30/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
6 - Ensure Sustained Support: Maintain administrative support and allocate adequate resources for the long-term sustainability of the coaching model. This includes time for coaching sessions, ongoing training for coaches, and resources for implementing new teaching strategies.	Sunil Joy	06/22/2023	06/30/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
1 - Define the Coaching Model: Clearly outline the purpose, scope, and desired outcomes of the coaching model. Ensure it aligns with the school's overall vision and mission for teaching and learning.	Bre Bartels	06/22/2023	06/30/2027	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Activity Buildings: All Buildings in Implementation Plan				
2 - Training for Coaches: Provide intensive training for instructional coaches on coaching techniques, data analysis, giving and receiving feedback, and current research-based instructional strategies.	Sunil Joy	06/22/2023	06/30/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
3 - Pair Coaches and Teachers: Match coaches with teachers based on their specific needs, subject areas, or grade levels. The partnership should encourage open dialogue, trust, and mutual professional respect.	Sunil Joy	06/22/2023	06/30/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
4 - Establish Coaching Cycles: Develop regular coaching cycles that involve pre-observation conferences, classroom observations, and post-observation feedback and reflection sessions. This structured approach ensures consistent, ongoing support for teachers.	Sunil Joy	06/22/2023	06/30/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(3/5): Competency: Curriculum - Guaranteed and Viable Curriculum

Owner: Bre Bartels

Start Date: 06/22/2023   *Due Date:* 06/30/2027

Summary: Develop and operationalize a coherent plan for achieving defined learning outcomes as outlined in student standards.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
9 - Evaluate and Adjust: Regularly review the effectiveness of the new curriculum through feedback from teachers, students, and parents, and by analyzing student performance data. Use this feedback to make continuous improvements to the curriculum and its implementation.	Bre Bartels	06/22/2023	06/30/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
1 - Establish Audit Committee: Form a diverse committee comprising administrators, teachers, parents, and community members. Their role will be to conduct the curriculum audit and guide the adoption process.	Bre Bartels	06/22/2023	06/30/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
2 - Define Audit Objectives: Clearly outline the purpose and desired outcomes of the audit. This could include aligning the curriculum with state standards, closing achievement gaps, or improving overall student performance.	Bre Bartels	06/22/2023	06/30/2027	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Activity Buildings: All Buildings in Implementation Plan				
4 - Identify Suitable Curriculum Options: Based on the results of the audit, identify potential new curriculum options that address the identified gaps and align with the school district's educational goals.	Bre Bartels	06/22/2023	06/30/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
5 - Review and Select New Curriculum: Evaluate potential curriculums based on criteria such as alignment with standards, cultural inclusivity, adaptability for diverse learners, cost, and support for teachers. The committee should then select the most suitable curriculum.	Bre Bartels	06/22/2023	06/30/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
3 - Conduct Curriculum Evaluation: Review current curriculum materials, teaching strategies, and student performance data. Identify strengths, weaknesses, and areas for improvement.	Bre Bartels	06/22/2023	06/30/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
6 - Plan for Implementation: Develop a detailed plan for the new curriculum's rollout, considering timelines, resource allocation, teacher training, and communication strategies.	Bre Bartels	06/22/2023	06/30/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
7 - Provide Professional Development: Before implementing the new curriculum, provide comprehensive training for teachers. This could include workshops, seminars, and instructional coaching to familiarize teachers with the new curriculum.	Bre Bartels	06/22/2023	06/30/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
8 - Implement the New Curriculum: Roll out the new curriculum as per the implementation plan. Provide ongoing support and resources to teachers during this transition phase.	Bre Bartels	06/22/2023	06/30/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(4/5): Competency: Instruction - High-Quality Classroom Instruction

Owner: Bre Bartels

Start Date: 06/22/2023   *Due Date:* 06/30/2027

Summary: Define and adopt a rigorous standard of high quality instruction that is implemented by all teaching staff.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
1 - Define Core Principles: Establish the core principles of innovation, engagement, relevance, and student voice and choice as the foundation for classroom culture and instruction. Embed these principles in the school district's mission and vision statements.	Sunil Joy	06/22/2023	06/30/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
2 - Develop Standards: Collaboratively develop a set of standards that translate these core principles into clear expectations for classroom culture and instruction. The standards should be practical, observable, and measurable.	Sunil Joy	06/22/2023	06/30/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
3 - Incorporate Student Voice: Create platforms for students to express their ideas and opinions about teaching and learning, ensuring that their perspectives inform the standards for classroom culture and instruction.	Bre Bartels	06/22/2023	06/30/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
4 - Provide Professional Development: Develop and implement a comprehensive professional development plan to train teachers on these new standards. Focus on pedagogical strategies that foster innovation, engagement, relevance, and student choice.	Bre Bartels	06/22/2023	06/30/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
5 - Model Best Practices: Identify teachers who exemplify these standards in their classrooms and have them share their best practices with colleagues.	Bre Bartels	06/22/2023	06/30/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
6 - Monitor Implementation: Regularly assess the application of the new standards through classroom observations, teacher feedback, and student performance data. This will help identify areas of strength and areas that need further support.	Bre Bartels	06/22/2023	06/30/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
7 - Ongoing Reflection and Improvement: Promote a culture of continuous reflection and improvement among educators, encouraging them to regularly assess their practices against the standards and make necessary adjustments.	Bre Bartels	06/22/2023	06/30/2027	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Activity Buildings: All Buildings in Implementation Plan				

Activity Buildings: All Buildings in Implementation Plan

(5/5): 23g Expanded Learning Time

Owner: Bre Bartels

Start Date: 10/13/2023   *Due Date:* 07/31/2025

Summary: EdTrust defines expanded learning time (ELT) as programs or strategies implemented to increase the amount of instruction and learning students experience. ELT strategies include afterschool, summer, and in-school programs. The evidence suggests that extended learning time programs, including extended school day (ESD), extended school year (ESY), and expanded learning opportunities (ELO) programs that provide academic services during out-of-school time hours, can be effective in improving a range of educational outcomes for students. Findings also suggest that extended learning time programs may be more advantageous for low-income, low-performing, ethnic minority or otherwise disadvantaged students.

Buildings
- Bowen Elementary
- Brookwood Elementary
- Challenger Elementary
- Crestwood Middle School
- Discovery Elementary
- East Kentwood Freshman Campus
- East Kentwood High School
- Endeavor Elementary
- Explorer Elementary
- Glenwood Elementary
- Meadowlawn Elementary
- Pinewood Middle School
- Southwood Elementary
- Townline Elementary
- Valleywood Middle School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
1. Conduct a Thorough Needs Assessment: Identify specific student needs, learning gaps, and demographics that require targeted support.	Bre Bartels	02/04/2025	07/31/2025	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
2. Tailor Curriculum to Identified Needs: Develop a curriculum that directly addresses the needs highlighted in the	Bre Bartels	02/04/2025	07/31/2025	UPCOMING

Activity	Owner	Start Date	Due Date	Status
assessment, ensuring alignment between identified gaps and instructional content, which may include targeted academic support, skill-building exercises, and socio-emotional learning components.				

Activity Buildings: All Buildings in Implementation Plan

Activity	Owner	Start Date	Due Date	Status
3. Identify Potential Summer School Participants: Utilize input from building principals and district leaders to pinpoint students who would benefit most from the summer school program, ensuring that selections align with the findings from the needs assessment.	Bre Bartels	02/04/2025	07/31/2025	UPCOMING

Activity Buildings: All Buildings in Implementation Plan

Activity	Owner	Start Date	Due Date	Status
4. Engage Community and Establish Partnerships: Collaborate with parents, local businesses, and educational organizations to enhance program resources and experiences.	Bre Bartels	02/03/2025	07/31/2025	UPCOMING

Activity Buildings: All Buildings in Implementation Plan

Activity	Owner	Start Date	Due Date	Status
5. Prioritize Wellness and Holistic Development: Integrate nutritional, wellness, and social-emotional learning aspects to support overall student well-being.	Bre Bartels	02/03/2025	07/31/2025	UPCOMING

Activity Buildings: All Buildings in Implementation Plan

Activity	Owner	Start Date	Due Date	Status
6. Facilitate Engaging Experiential Learning:	Bre Bartels	02/03/2025	07/31/2025	UPCOMING

Activity	Owner	Start Date	Due Date	Status
Integrate field trips and real-world application projects to elevate student engagement and learning application.				
Activity Buildings: All Buildings in Implementation Plan				
7. Utilize Data-Driven Approaches: Employ pre/post-assessments and ongoing data analysis to guide instructional and programmatic adjustments.	Bre Bartels	02/03/2025	07/31/2025	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
8. Ensure Sustainability and Scalability: Explore diverse funding and develop a scalability plan to expand and sustain the program in subsequent years.	Bre Bartels	02/03/2025	07/31/2025	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
9. Establish and Monitor Feedback Mechanisms: Develop robust feedback systems involving students, parents, and staff to continually refine and enhance the program.	Bre Bartels	02/03/2025	07/31/2025	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				

Whole Child Environments

Status: ACTIVE

Statement: The district will ensure safe, welcoming school communities by implementing research-based strategies that promote a 20% growth in belonging (as measured by the MI VOICE Student Perception Survey).

TSI: Pinewood Middle School:

What is your due date for completion of this goal? June 2024

GOAL: By the 2023-2028 academic years, students with disabilities at Pinewood will be more successful in reaching their student IEP objective and district mandated assessment growth goals.

End Goal Measure: If we provide more access for students to engage with the general education curriculum, THEN the student will be able to show an increase of 1% on state assessments by June 2024. Progress monitoring will occur annually for district mandated assessments.

-Initial data - iReady or other district mandated student benchmark assessment score, taken in fall 2023.-Interim progress indicators - Observation feedback and notes, student grades and iReady or other district mandated student assessment score, and survey data. Also, 50% of students with disabilities will demonstrate expected growth from fall to spring 2024.-End Target - By the end of 2028 school year to see improvement in attainment of student growth goals for students with IEP. iReady or other district mandated assessment scores.

TSI: East Kentwood High School:

What is the name of your goal? Project Graduate

What is your due date for completion of this goal? (This date will also be your end target date.) June 2024

GOAL: Gen Ed and SE teachers will be adequately trained in co-teaching models in order to support students in reaching academic targets to meet graduation requirements.

Interim Target Measures: increase pass rate in English and Math per semester (December 2023 & June 2024, decrease out of school suspension incidents for students with IEPs from 16% to 12% to increase school attendance and engagement.

End Target Measure: Annual graduation rate report

CSI: Crossroads Alternative High School:

What is the name of your goal?   Redesign to Competency Based EducationWhat is your due date for completion of this goal? June 6, 2025. SMART Goal: By the end of the academic year 24-25 (due date: June 6, 2025), increase the average student class engagement score by 20% based on pre- and post-surveys measuring student engagement, as reported by students and teachers.

End Target Measure: Crossroads will be transformed into a competency based educational model.

End target: Increase engagement with relevant and meaningful learning which will improve our graduation rate and test scores.

Due Date for End Target: The end target will be accomplished by June 6, 2025.

Created Date: 06/22/2023   *Target Completion Date:* 06/30/2026

Data Story Name: Whole-Child Environments

Initial Data Analysis: Introduction: In recent years, educators and researchers have increasingly recognized the importance of creating whole-child focus environments in schools. These environments prioritize the holistic development of students, addressing their academic, social, emotional, and physical needs.

Through a comprehensive approach focused on the whole child, the school district will transform its learning environments. By prioritizing academic achievement, social-emotional development, physical health and wellness, and community engagement, we will create a nurturing and inclusive space that fosters student growth and well-being. The positive outcomes that are possible will validate the district's commitment to holistic education and serve as inspiration for other schools seeking to create similar environments.

TSI: Pinewood Middle School: We have an underperforming Subgroup: Students with Disabilities. The component from the School Accountability Index we will be focusing on is: Proficiency - 25.51 (Threshold 35.28). Of the four that have been identified, a focus on proficiency will have a broad impact on improvement.

TSI: East Kentwood High School: TSI Designation: Performance of students with disabilities.

CSI: Crossroads Alternative High School: CSI Designation: Bottom 5%, graduation rate 27.87%

TSI: Pinewood Middle School:

Data shows students with disabilities are not proficient on state assessments:

ELA all grades: 15% proficient, 85% not proficient6th grade MStep ELA 4/27 partially proficient and 23/27 not proficient, 7th grade ELA MSep 3/24 partially proficient 16/24 not proficient 5/24 proficient, 8th PSAT ELA 22/29 not proficient, 4/29 partially proficient, 3/29 proficient

Math all grades: 6% proficient, 94% not proficient6th grade math: 4% proficient, 96% not proficient7th grade math: 4% proficient, 96% not proficient8th grade PSAT math 14/29 not proficient, 12/29 partially proficient, 3/29 proficient,

TSI: East Kentwood High School:

 Data Source ---- 22-23 (https://docs.google.com/spreadsheets/d/14I4iJsD-jkN9yu8XGJrFvkb7wpLjiZxSGh51ycsJap8/edit?usp=sharing)

 Behavior Removals ---- 16% of students with IEPs received at least one OSS

 Course Performance ---- MTH: 70.5% Pass Rate ELA: 67% Pass Rate

 Graduation Rate ---- Not yet available (21-22: 64.32%)

 SAT Scores (https://docs.google.com/spreadsheets/d/1_gJLVqHpATXv2nfVwqUQlsLCNyOWOX0tPtWEMSrueFQ/edit?usp=sharing) ---- 21-22 Average score: 777

-The data tells us that our students are not experiencing success in MMC courses, therefore not meeting graduation requirements.-Data supports our students' lack of success is due to instructional model (i.e. self-contained/pull out)

CSI: Crossroads Alternative High School:

Test scores18% of students met the ELA proficiency target of 60% during the 21-22 school year.8% of students met the ELA proficiency target of 60% during the 18-19 school

year.15% of students met the ELA proficiency target of 60% during the 17-18 school year.0% of the students met the Math proficiency target of 47.55% during the 21-22 school year.0% of the students met the Math proficiency target of 47.55% during the 18-19 school year.6% of the students met the Math proficiency target of 47.55% during the 17-18 school year.Academic dataCourse Completions for semester 1 of 22-23 in person students (average class per student)9th Grade: 21 students completed 48 classes = 2.310th Grade: 62 students completed 197 classes = 3.211th Grade: 25 students completed 97 classes = 3.912th Grade: 28 students completed 132 classes = 4.7Total: 136 students completed 474 classes = 3.5 Behavior22-23 YTD (average referrals per 100 students per year)#1 behavior type: DefianceTotal: 52 9th Grade: 0.04%10th Grade: 0.21% (5 times more than other grades)11th Grade: 0.04%12th Grade: <0.01%Referrals by locationClass: 0,22%All other locations: <0.01% Referrals by timeNo significant trend in dataReferrals by day of weekNo significant trend in dataSuspensions (days per 100 students)In school ISS: 2.73Out of school: 109.64IEPs (referral rates per 100 students per day)With IEP: 0.07Without IEP: 1.74 Outcomes by raceDisproportionality: Black student make up 42% of student populationBlack students make up 42% of students enrolled and represented 60% of total outcomes Major Referrals88% students 0-110% students 2-51.5% students 6 or more Attendance1st semester 22-23 in person students (average days missed)9th Grade: 21 students missed 517 days: 24.610th Grade: 62 students missed 1,012 days: 16.311th Grade: 25 students missed 328 days: 13.112th Grade: 28 students missed 514 days: 18.3Total: 136 students missed 2,371 days: 17.4Graduation Rate30% of students met the 4 yr graduation cohort target during the 21-22 school year.38% of students met the 4 yr graduation cohort target during the 18-19 school year.41% of students met the 4 yr graduation cohort target during the 17-18 school year.58% of students met the 5 yr graduation cohort target during the 21-22 school year.49% of students met the 5 yr graduation cohort target during the 18-19 school year.42% of students met the 5 yr graduation cohort target during the 17-18 school year.52% of students met the 6 yr graduation cohort target during the 21-22 school year.43% of students met the 6 yr graduation cohort target during the 18-19 school year.41% of students met the 6 yr graduation cohort target during the 17-18 school year.During pandemic (19-20) 100% of classes earned credit but graduation rate was 49%Systems - Referral processStudents are transferred to our school after already falling behind in credits and/or attendance.All students enrolled in Crossroads are credit deficient and arrive at various times in their high school career with varying amounts of credits.Enrollment for 22-23 school yearClass of 2022 (5th yr): 5 students with an average of 14.5 creditsClass of 2023 (4th yr): 41 students with an average of 12.5 creditsClass of 2024 (3rd yr): 12 students with an average of 8 creditsClass of 2025 (2nd yr): 62 students with an average of 2 creditsAverage years of high school per student referred from 9-12: 3Class of 2025: 48 students had an average of 1 credit at the time of enrollment at Crossroads

Initial Initiative Inventory and Analysis: A philosophy of a multi-tiered system of support - The district is already committed to addressing the needs of the whole child through a tiered approach which will lead to better student outcomes and better use of district resources.
Restorative Practices - The district has begun to implement a restorative practices

framework. This is function as a major relationship-building tier 1 strategy in the district. It will also allow for community repairing interventions.

Capturing Kids Hearts - CKH is a social contract and community norm strategy. CKH gives staff tools to establish the way we will treat each other in the school community.

PBIS - We use PBIS as the mechanism to establish expectations for students and staff in our buildings. The framework builds positive incentives to adhere to the expectations. There is also an expectation to explicitly teach our students and staff the expectations to set everyone up for success.

TSI: Pinewood Middle School:

What have you already done to address the data? We have begun the process of analyizing special population data on a regular basis, while using interim data points to monitor.How well did that work? We have a better understanding of the problems, however, we need to add to the plan to improve outcomes.What need is being addressed and for whom? What does the evidence indicate so far? We are creating opportunities for students to advocate on the conditions for them to be successful. This included in testing environments. We are working within their IEP's to provide the best conditions for success and listen to student voice. We are working to provide PD to staff to facilitate this.What personnel are involved in the implementation? What professional development exists, including coaches and performance feedback? Case Managers, classified staff, itinerant staff and general education teaching staff. What is the financial commitment for the entire life of the goal? What is the evidence regarding equitable allocation of resources? Resource and professional development cost will be determined based on staff need.

-Our team has taken several measures to help increase student achievement including specialized special education classrooms, paraprofessional support in general education classes, small and whole group instruction, and specialized instruction for reading and math including read180, system44, and math180. -Based on the outcome of data, it was determined that a redesign of special education model would give students access to general education through an inclusive co-teaching modelThe personnel involved in implementing a plan to improve test scores for students with disabilities include a PBIS Team that includes Tier I and II focusing on academics, attendance, and behavior. It also includes building staff, Kent ISD support through professional development including Co-teaching, Kent ISD coaching, and a book study on Co-teaching. Additional personnel include top district leadership in this redesign.-We are tracking data for test scores for ELA and math.-Students have equal access to high quality instructional materials, strategies and interventions.

TSI: East Kentwood High School:

What need is being addressed and for whom? What does the evidence indicate so far? Success for students with disabilities. Evidence indicates that LRE is best practice for positive academic and social outcomes as opposed to self-contained instruction. What personnel are involved in the implementation? What professional development exists, including coaches and performance feedback?General and special education teachers/ case managers. District-wide special education departmentWhat is the financial commitment for the entire life of the goal? What is the evidence regarding equitable allocation of resources?We will utilize TAG Funds to support the professional development around co-teachingFacilitatorMaterialsStaff participationTexts (2)Technology: I-pads for

Co-teachersAt-Risk (31A) funds will be utilized beyond June 23, 2023 for this workWhat implementation and impact measures exist? How have you addressed challenges to equitable implementation and impact?Measurement tools using success indicators for co-teaching model.What student supports are in place to help achieve equitable outcomes? Questioning, CKH, IRP, Productive Group Work within the gradual release modelBuilding PLC structure for ongoing collaboration for co-teachers

CSI: Crossroads Alternative High School:

What need is being addressed and for whom? What does the evidence indicate so far?-Created a PBIS Team that includes Tier I and II focusing on academics, attendance, and behavior.-We have created multiple Tier 1 and II teams to address student deficiencies. We have not seen a significant increase in our graduation rates or test scores. Based on the outcomes of this data, it was determined that a complete redesign of the entire school process/experience is needed.-We are including all building staff, outside consultants (Getting Smart), Kent ISD support, and top district leadership in this redesign.-We have started significant professional development that includes different teaching styles to include project based learning, standards based grading, and student voice and choice. We are striving to build a competence based learning model. We have paired with the ISD and an instructional coach for our professional development.-We are looking at a significant investment by the district in our redesign of the learning model at Crossroads. We are looking at adding staff and building improvements.-We have continued to build upon restorative practices,which we started several years ago, in our building. -We are tracking class completion data, behavior trend data, attendance data, test scores, and systems data.-We have used a variety of team members in this process, every attempt is made to make these plans individualized.-Students have access to behavioral specialist support, one-on-one academic counseling, interventions, graduation coach, academic interventionists, individualized graduation plans, live access to grades and progress reports. Students are being trained in restorative practices.

Gap Analysis: Implementing Evidence-Based Strategies: The district must continue to adopt evidence-based strategies and interventions tailored to each domain of the framework. The domains are:
Academic Achievement, Social-Emotional Development, Physical Health and Wellness, and Community Engagement
Monitoring and Evaluation: To gauge the effectiveness of their initiatives, the district must regularly collect and analyze data on various indicators: Academic Achievement, Social-Emotional Development, Physical Health and Wellness, and Community Engagement
Positive Outcomes: The data collected over time should show encouraging outcomes resulting from the district's whole-child focus initiatives in Academic Achievement, Social-Emotional Development, Physical Health and Wellness, and Community Engagement.

TSI: Pinewood Middle School:

Based on available data our current reality is that our special education students are not performing well on state assessments. To reach our desired state, we need to provide more opportunities for students to have access to the curriculum.

TSI: East Kentwood High School:

-We are 18.34 from the desired state for growth. We will provide co-teaching professional

development and implement evidence-based co-teaching models within core content areas in order to reach the desired target percentage for the 23-24 school year.-We are 22.4 from the desired state for graduation rate. We will implement Capturing Kids Hearts, Restorative Practices, and Productive Group Work strategies in addition to our co-teaching implementation to support students' engagement in rigorous instruction enabling them to meet the MMC graduation requirements. -We had a gap of 5.12% for the school quality index. This is primarily due to our rate of chronic absenteeism for our students with disabilities. In 21-22 SY 36.8% were chronically absent. In 18-19 SY (pre-pandemic) 23.9% were chronically absent. We will implement Restorative Practices and Capturing Kids Heart in order to promote a whole-child approach to student achievement.

CSI: Crossroads Alternative High School:

Based on the available data, there exists a significant gap between the desired outcomes of all students graduating on time and the current reality of low graduation rates and test scores. The data indicates a need to address a few key areas: improving graduation rates to ensure all students meet the four-year graduation cohort target, improve test scores, create a positive learning environment conducive to increasing the sense of belonging for our students, and create relevant and meaningful learning experiences.

We have found that there is currently an extreme lack of engagement. Many of our students do not see value in their education. We need to create an experience that is relevant, meaningful, and fun. To close the gap, we need a complete redesign with the end game being a competency, future-ready based educational model focusing on building a supportive community, concerned about the well-being of our students. To achieve this we need a significant amount of professional development. We have begun this process by leveraging a consulting firm (Getting Smart), an instructional coach, and staff from the KISD. We are also making visits to other schools that utilize these models to help us reach our goal.

District Data Story Summary: Our student, staff, and stakeholders in the community were very clear on the a positive whole-child environment being a top priority. Although we have many interventions currently targeted at the whole child two things have become clear:

1. We need to systematize them to ensure they are in alignment with district need and the district strategic plan.

2. We need to increase up our tier 1 and tier 2 offerings. An aligned SEL plan is needed to deliver relevant tier 1 instructions to students. Also, we need to ensure the right partnerships are in place so that family barriers to tier 2 resources are reduced.

TSI: Pinewood Middle School:

What strengths or opportunity for growth have been identified? A strength would be the knowledge and implementation of instructional resources. A lack of experience, training, and current program structures prevent access to the highest quality instructional practices.Are the diverse needs of all students, including those at greatest risk, being addressed through identified strategies? If not, why not? As indicated by our state assessment scores, the needs of all students are not addressed effectively because of our current program structures. Are there duplicative services, programs, and supports attempting to address the same problem? If so, which are more effective, which are less so, and which are best aligned to other district initiatives? Progress monitoring and

Assessment preparation is in place. Effective programs include read 180, math 180, system 44, IXL and Khan AcademyIs there a braiding or blending of funding across the various programs and efforts? Is the greatest amount of funding being applied to those with the greatest need? Yes, there are programs being funded for Pinewood students to help prepare them for state assessments. How is the district collecting data from those who are impacted by its strategies/initiatives? What does the data say? We collect student growth data from the resources mentioned above. The data shows limited growth in areas, we need to reevaluate our special education academic programming.

TSI: East Kentwood High School:

What strengths or opportunities for growth have been identified?Opportunity to grow capacity and collaboration among general education and special education teachers.Are the diverse needs of all students, including those at greatest risk, being addressed through identified strategies? If not, why not? YesAre there duplicative services, programs, and supports attempting to address the same problem? If so, which are more effective, which are less so, and which are best aligned to other district initiatives? The development of our strategic plan has brought alignment to duplicative initiatives and identified success indicators for streamlining focus for effectiveness, and evidenced based practices to support student achievement.Is there a braiding or blending of funding across the various programs and efforts? Is the greatest amount of funding being applied to those with the greatest need? Funding sources have been allocated with equitable distribution to address gap areas. How is the district collecting data from those who are impacted by its strategies/initiatives? What does the data say? Relevant reports will be continuously monitored to ensure fidelity and implementation of interventions and initiatives. Currently data indicates that our students with special education eligibility are not reaching the desired targets in growth and graduation rates.

CSI: Crossroads Alternative High School:

What strengths or opportunities for growth have been identified?Strengths: Great staff (excited for the redesign), good climate and culture, low staff/student ratios, individualized attention for students. We have successfully created a safe and supportive learning environment where behavior issues are minimal.Opportunities for growth: Increase engagement, increase attendance, and increased individualized support for mental health and wraparound services. Are the diverse needs of all students, including those at greatest risk, being addressed through identified strategies? If not, why not?We excel in fostering a safe and supportive environment where individual student needs are met. Are there duplicative services, programs, and supports attempting to address the same problem? If so, which are more effective, which are less so, and which are best aligned to other district initiatives?We have consolidated many of our services under our counselors to reduce any duplication of our resources. Is there a braiding or blending of funding across the various programs and efforts? Is the greatest amount of funding being applied to those with the greatest need?There is not any braiding or blending in funding areas.How is the district collecting data from those who are impacted by its strategies/initiatives? What does the data say?District surveys. End of the year data collection.Test score data.Graduation rate data. The data says that we need to make considerable improvements. We need to increase our sense of belonging with our students, improve instruction, and align our efforts with the district's Strategic Plan.

Strategies:

(1/5): MTSS Framework (General)

Owner: Veronica Lake

Start Date: 06/22/2023   *Due Date:* 06/30/2026

Summary: "A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels. MTSS intentionally interconnects the education, health, and human service systems in support of learners, schools, centers, and community outcomes. The five essential components of MTSS are inter-related and complementary. Implementation of the essential components as intended provides educational settings with a framework to organize the strategies and processes needed to support successful learner outcomes. The five essential components include the following: Team-Based Leadership; Tiered Delivery System; Selection and Implementation of Instruction, Interventions and Supports; Comprehensive Screening & Assessment System; Continuous Data-Based Decision Making."

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Tiered Fidelity Inventory for SWPBIS and RP Combined	Andy Tevlin	06/22/2023	06/30/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
MI VOICE Student Perception Survey	Andy Tevlin	06/22/2023	06/30/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Establish a partnership to address the physical health of students by 24-25. (nutrition, fitness, well-being)	Veronica Lake	06/22/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Expand behavioral/mental health partnerships by the end of 23-24.	Veronica Lake	06/22/2023	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Parent Engagement Activities	Veronica Lake	06/22/2023	06/30/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Robust extended learning	Veronica	06/22/2023	06/30/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
programs after school	Lake			
Activity Buildings: All Buildings in Implementation Plan				
All schools have safety plans and documented procedures and drills. (Fire drills, active emergency, tornado drills, lock down etc.)	Veronica Lake	06/22/2023	06/30/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
SEL standards integrated into daily lessons	Veronica Lake	06/22/2023	06/30/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
All Buildings establish SMARTe Goals using the Student Perception Survey.	Veronica Lake	06/22/2023	06/30/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(2/5): Restorative Practice/Restorative Justice

Owner: Veronica Lake

Start Date: 06/22/2023   *Due Date:* 06/30/2026

Summary: "Restorative Practices is a framework that centers around positive relationships for community building and restoring relationships when harm has occurred.

Restorative Practices are processes that proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing.

Restorative practice is a whole school teaching and learning approach that encourages behavior that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behavior and to repair any harm caused to others as a result of their actions. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur. "

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Tiered Fidelity Inventory for Restorative Practices	Andy Tevlin	06/22/2023	06/30/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Contract with Rodney Tolson to provide technical assistance in restorative practices best strategies	Veronica Lake	06/22/2023	06/30/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Integrate the TFI-RP into the Danielson Teacher Evaluation Model	Andy Tevlin	06/22/2023	06/30/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Provide technical assistance to school leadership teams to facilitate professional learning on Restorative Practices	Veronica Lake	06/22/2023	06/30/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Collaborate with Michigan State University's EPIC	Andy Tevlin	06/22/2023	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Research Entity to gather quantitative/qualitative data on the district implementation of restorative practices by staff and student surveys and interviews				
Activity Buildings: All Buildings in Implementation Plan				

(3/5): Positive Behavioral Intervention and Support (PBIS)

Owner: Veronica Lake

Start Date: 06/22/2023   *Due Date:* 06/30/2026

Summary: PBIS is a three-tiered framework for improving and integrating systems, data and practices to improve student outcomes, to reduce exclusionary disciplinary practices and to support teacher outcomes.   Implementation addresses systems, data and practices to increase student academic, social and emotional outcomes.   Student support is provided according to three tiers based on student needs.   It's a schoolwide approach that addresses the needs of all students with disabilities

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Tiered Fidelity Inventory SWPBIS	Andy Tevlin	06/22/2023	06/30/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Members from district leadership team attend the National PBIS Leadership Forum in Chicago, IL	Veronica Lake	06/22/2023	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Provide Tier 1 SEL Coaches to support the system structure of PBIS	Andy Tevlin	06/22/2023	06/30/2026	ONTARGET
Activity Buildings: • Bowen Elementary • Brookwood Elementary • Challenger Elementary • Discovery Elementary • Endeavor Elementary • Explorer Elementary • Glenwood Elementary • Meadowlawn Elementary • Southwood Elementary • Townline Elementary				

(4/5): Teaming Structures

Owner: Bre Bartels

Start Date: 06/27/2023   *Due Date:* 06/30/2024

Summary: "Teaming structures support the ongoing process of performance management and provide the mechanism for communicating successes and areas for improvement at each level. There are three levels of teams -- district-level, building-level, and teacher-level. Part of performance management is maintaining clear feedback loops between these teams; the district will need to determine how action plans and identified barriers feed up to the next level for monitoring and support. Developing intentional teaming logistical structures, such as meeting & action plan templates, team representation guidance, frequency of meetings, can support teams with performance management. The purpose of each team and the type of data which is typically monitored, used to make decisions, and/or problem-solve is listed below.

District Team - Part of the district team's role is to remove systemic barriers that impede improvement in student, teacher, and leader performance. The district team will review, problem-solve, and action plan around process data monthly to ensure that district systems and building routines have been installed at scale. Through district-level performance management conversations, the district team also removes building-level barriers and allocates resources (time, money, people) based on student outcome data.

Building Team - The building team assists the building leaders in data collection, data review, action planning, and action implementation (prior to the district-level meeting). In essence, this team is responsible for supporting the principal and the building in impacting instructional and non-instructional student achievement, teacher performance, and installation of systems and routines at the building level. The frequency of meetings is entirely dependent upon the degree to which the data is being impacted.

Teacher Collaborative Teams - Teacher Teams may include grade level, grade span, and/or department instructional staff. Teachers collect and analyze formative, interim, and summative data on student learning to modify and adjust instruction, and, when needed, use the problem-solving protocol to determine causal categories, identify potential root cause(s), and guide action plans."

Buildings
- East Kentwood Freshman Campus
- East Kentwood High School
- Pinewood Middle School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Co-Teaching Book Study "Beyond Co-Teaching Basics"	Bre Bartels	06/27/2023	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Activity Buildings: All Buildings in Implementation Plan				
Co-Teaching Book Study "Releasing Writers: Bring the Science of Writing & Self-Regulated Strategy Development (SRSD) Alive in Your Classroom"	Bre Bartels	06/27/2023	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Attend the National Association for Co-Teaching National Conference	Bre Bartels	06/27/2023	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Co-Teaching Professional Learning Communities	Bre Bartels	06/27/2023	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Co-Teaching Professional Development	Bre Bartels	06/27/2023	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(5/5): Effective Grading and Reporting

Owner: Bre Bartels

Start Date: 06/27/2023   *Due Date:* 06/30/2024

Summary: The effective use of research based grading and reporting processes is critical to support student success. These resources identify the "gold standard" for the critical components of an effective reporting and grading system. A tool to support planning for implementation is also included. The Michigan Assessment Consortium has also included links to various resources to help districts in their review and implementation of effective grading and reporting practices. Based upon the work of Ken O'Connor and reviewed with him, these tools will be beneficial to districts and buildings as they move into this area of continuous improvement.

Buildings
- Crossroads Alternative High School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Professional Development	Bre Bartels	06/27/2023	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Curriculum Alignment	Bre Bartels	06/27/2023	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Monitoring and Evaluation	Bre Bartels	06/27/2023	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Resources and Support	Bre Bartels	06/27/2023	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Equitable Opportunities & Outcomes

Status: ACTIVE

Statement: The goal is to implement comprehensive strategies and interventions by June 2028 that address the identified barriers and disparities, ensuring equitable access to opportunities for all students in Kentwood Public Schools (KPS) and fostering inclusive educational outcomes - including closing the opportunity gap for access to advanced coursework.

Created Date: 06/22/2023   *Target Completion Date:* 06/30/2027

Data Story Name: Equitable Opportunities & Outcomes

Initial Data Analysis: Over the past 10-15 years, the student population in KPS has undergone a notable transformation, becoming the most diverse school district in the state. However, it is crucial to recognize that our staff population does not currently reflect this diversity. Additionally, KPS faces significant income disparities across the district. In order to ensure the future success of our district, it is imperative that we address these factors and strive to meet the diverse needs of our students. By fostering an inclusive environment that embraces diversity and provides equitable opportunities for all, we can create a foundation for the advancement and prosperity of our entire school community.

Initial Initiative Inventory and Analysis: Kentwood Public Schools (KPS) is making significant strides towards improving the accessibility and equity of its gifted and talented program, PEAKS. Recognizing the importance of providing equal opportunities to all students, KPS has undergone a comprehensive revision of its selection process.
Notably, this revised process eliminates various barriers, such as the requirement for a formal application and IQ testing. Instead, students are automatically considered for the program based on district-wide benchmark assessment data. Moreover, teachers and principals now have the ability to nominate students for participation, irrespective of their academic assessment results. By embracing inclusive assessment methods and adopting a holistic evaluation framework, KPS is actively paving the way for a more fair and accessible educational experience for all its students.

Gap Analysis: KPS faces significant disparities in access and opportunity, particularly evident in the areas of advanced coursework and disciplinary practices. Our vision is to ensure that every student, regardless of their race, disabilities, gender, socio-economic status, or any other factor, has equitable access to educational opportunities within our district.
To achieve this desired state, we must address the existing gaps and implement measures that promote fairness and inclusivity. This includes providing equal access to advanced coursework, ensuring that all students have the opportunity to engage in challenging and enriching educational experiences. Additionally, we must strive for fair disciplinary practices that do not disproportionately impact certain student groups, fostering an environment where all students feel safe, supported, and respected.
By actively working towards equity in access and opportunity, we can create a district where every student has an equal chance to succeed and thrive, regardless of their background or circumstances. This commitment to educational equity will not only benefit

our students individually, but also contribute to the overall growth and prosperity of our entire KPS community.

District Data Story Summary: Student Demographics: Kentwood Public Schools serves a diverse student population with varying ethnicities, socioeconomic backgrounds, and learning needs. Recognizing the importance of understanding these demographics, we have identified notable disparities, particularly in terms of socioeconomic backgrounds, which may contribute to unequal access to education.

Academic Performance: Our analysis of standardized test scores, graduation rates, and other performance indicators has revealed significant gaps among our students, specifically among students with disabilities and African American students. These disparities in academic achievement necessitate targeted efforts to address the root causes and provide adequate support to all students.

Access to Opportunity: Equitable access to resources is vital for ensuring an equal educational experience for all students. Our data demonstrates disparities in access to gifted and talented education (PEAKS), dual enrollment, and Advanced Placement (AP) programs. Additionally, we have identified disproportionate disciplinary outcomes, particularly in suspension rates for African American students. Closing these opportunity gaps is imperative to promoting fairness and inclusivity within our district.

Special Education: Providing special education services and individualized support is crucial for fostering educational equity. Our analysis indicates a significant discrepancy in graduation rates between general education and special education students, with a gap of nearly 30 percentage points in the 2020-21 academic year. This highlights the need for targeted interventions and support systems to ensure that every student, regardless of their abilities, receives the necessary resources to succeed academically.

Conclusion: By examining the data, this summary seeks to raise awareness about education equity in Kentwood Public Schools. It serves as a catalyst for further discussions, collaboration, and action, with the goal of ensuring that every student in KPS receives an equitable and inclusive education. Addressing the identified gaps and challenges requires a collective effort from educators, administrators, parents, and the community at large to foster a learning environment where every student has the opportunity to thrive and succeed.

Strategies:

(1/1): Data-Based, Decision Making

Owner: Sunil Joy

Start Date: 06/22/2023　　　　　　　　*Due Date:* 06/30/2027

Summary: Performance management is the process used to guide all levels of teams (district, building, and teacher teams) within the district in data collection to monitor, make decisions, communicate, and, if needed, problem-solve (using district-identified problem-solving protocol) to increase student academic and non-academic performance.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
1 - Conducting a comprehensive assessment: Conduct a thorough evaluation of the existing barriers, disparities, and challenges faced by students, considering factors such as socio-economic status, cultural differences, language barriers, and lack of support systems.	Sunil Joy	06/22/2023	06/30/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
2 - Developing targeted interventions: Design and implement evidence-based interventions and programs (e.g. summer school, high dosage tutoring, afterschool opportunities, extended learning time) specifically target the identified barriers and challenges, aiming to provide equal opportunities and support for all students in KPS.	Sunil Joy	06/22/2023	06/30/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
3 - Enhancing cultural	Sunil Joy	06/22/2023	06/30/2027	ONTARGET

Activity	Owner	Start Date	Due Date	Status
competence and awareness: Provide professional development and training for educators and staff to enhance cultural competence, understanding, and awareness, ensuring that all students' backgrounds and needs are effectively addressed.				
Activity Buildings: All Buildings in Implementation Plan				
4 - Establishing support systems: Implement support systems within schools, such as mentoring programs, counseling services, and academic support, to provide personalized assistance and guidance to students who face barriers to access and success.	Sunil Joy	06/22/2023	06/30/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
5 - Strengthening community engagement: Foster partnerships with community organizations, families, and local resources to create a supportive network that can help address the identified barriers and provide additional resources and opportunities for students.	Sunil Joy	06/22/2023	06/30/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
6 - Monitoring for fidelity: Establish a monitoring system to ensure the faithful implementation of the strategies and	Sunil Joy	06/22/2023	06/30/2027	ONTARGET

Activity	Owner	Start Date	Due Date	Status
interventions, regularly assessing their effectiveness, making necessary adjustments, and tracking progress towards achieving equity goals.				
Activity Buildings: All Buildings in Implementation Plan				

High-impact, diverse staff

Status: ACTIVE

Statement: By June 2027, Kentwood Public Schools aims to increase teacher diversity by 20% through the implementation of targeted recruitment and hiring strategies, strategic partnerships with diverse institutions, and proactive measures to overcome potential barriers.

Created Date: 06/22/2023   *Target Completion Date:* 06/30/2027

Data Story Name: High-impact, diverse staff

Initial Data Analysis: KPS' staff demographics are not reflective of our diverse student population.

Initial Initiative Inventory and Analysis: KPS is currently undertaking several initiatives to enhance teacher diversity:
Educators Rising - This is a high school program aimed at introducing students to the realm of education. It involves partnerships with local universities for credit matriculation.
Cross-sector diversity Team - This team, consisting of KPS staff from various sectors, collaborates on recruitment and retention strategies with the goal of increasing staff diversity.
HBCU Recruitment - KPS carries out recruitment visits to Historically Black Colleges and Universities (HBCUs) in a bid to attract a diverse talent pool.

Gap Analysis: Current data indicates that over 90 percent of KPS's teaching staff identifies as white, while only about 30 percent of the student population shares this racial identity. The goal is to minimize this disparity between teacher and student demographics.

District Data Story Summary: In the educational sphere of Kentwood Public Schools (KPS), a striking narrative unfolds. While 90% of the teaching staff identifies as white - a figure that matches the Kent Intermediate School District (ISD) average - only around 30% of KPS students share the same racial background.
This discrepancy between the racial composition of teachers and their students raises questions about representation in our educational institutions. The need to narrow this gap is critical, as a diverse teacher workforce can enhance students' learning experiences.
Despite this stark disparity, there's a silver lining. KPS shows progress in administrative representation with 23% of positions occupied by African Americans, surpassing the Kent ISD average.
This story underscores the importance of continued efforts to boost diversity among teaching staff, aligning it more closely with the student population, and creating an educational environment that reflects the diversity of our society.

Strategies:

(1/1): Talent Management

Owner: Jamie Gordon

Start Date: 06/22/2023   *Due Date:* 06/30/2027

Summary: Finding, identifying, developing, and keeping the talent required to impact student, teacher, and leader performance in districts to ensure success for all students.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
1 - Conduct a comprehensive review of current hiring practices to identify potential barriers for diverse candidates.	Jamie Gordon	06/22/2023	06/30/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
2 - Forge relationships with diverse institutions, such as Historically Black Colleges and Universities (HBCUs), Hispanic-serving institutions (HSIs), and other minority-majority schools.	Jamie Gordon	06/22/2023	06/30/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
3 - Analyze and address potential deterrents that might discourage diverse candidates from applying or accepting a position. This could include considerations around location, salary, community support, and professional development opportunities.	Jamie Gordon	06/22/2023	06/30/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
5 - Establish support mechanisms for new hires, such as mentorship programs, inclusion	Jamie Gordon	06/22/2023	06/30/2027	ONTARGET

Activity	Owner	Start Date	Due Date	Status
training, and opportunities for continued learning and career advancement.				
Activity Buildings: All Buildings in Implementation Plan				
4 - Conduct surveys and feedback sessions with new hires to understand their experiences with the recruitment process and their perceived barriers to entry.	Jamie Gordon	06/22/2023	06/30/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
6 - Monitor the demographic changes in teaching staff annually to track progress towards the goal.	Jamie Gordon	06/22/2023	06/30/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
7 - Regularly review and update the strategic implementation plan to ensure it remains effective and responsive to changing needs.	Jamie Gordon	06/22/2023	06/30/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				