

MICIP Portfolio Report

Kalamazoo Public Schools

Goals Included

Active

- Improve academic outcome measures
-

Buildings Included

Open-Active

- Arcadia Elementary School
 - Edison Environmental Science Academy
 - El Sol Elementary
 - Greenwood Elementary
 - Hillside Middle School
 - Indian Prairie Elementary School
 - Kalamazoo Central High school
 - King-Westwood Elementary School
 - Lincoln International Studies School
 - Linden Grove Middle School
 - Loy Norrix High School
 - Maple Street Magnet School for the Arts
 - Milwood Elementary School
 - Milwood Magnet School
 - Northeastern Elementary School
 - Northglade Montessori School
 - Parkwood-Upjohn Elementary School
 - Phoenix Alternative High School
 - Prairie Ridge Elementary School
 - Spring Valley Center for Exploration
 - Washington Writers' Academy
 - Winchell Elementary School
 - Woods Lake Elementary: A Magnet Center for the Arts
 - Woodward School for Technology and Research
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Plan Components Included

Goal Summary

Data

 Data Story

Strategy

 Summary

 Implementation Plan

 Buildings

 Activities

 Activity Text

 Activity Buildings

MICIP Portfolio Report

Kalamazoo Public Schools

Improve academic outcome measures

Status: ACTIVE

Statement: KPS students will increase the percentage of students identified as 'proficient' on the ELA and Math M-STEP, PSAT8, and SAT EBRW and Math assessments by 5% from the 2022-23 baseline, which will ultimately lead to an increase in graduation rates. *Phoenix 4-year graduation rate of at least 67% by 2024-25.

Created Date: 06/16/2023

Target Completion Date: 06/13/2025

Data Story Name: Climate and Culture for Academic Success

Initial Data Analysis: Reading - High Level Analysis

From Fall to Spring, students in grades K-3 met their goal to increase the percentage of students at/above grade level in reading by at least 3% points. In grades 4-8, KPS students did not meet the goal.

From Fall to Spring, students in grades K-8 failed to meet the goal of at least 65% of students making a year's worth of growth in reading.

Math - High Level Analysis

From Fall to Spring, students in grades K-2 met their goal to increase the percentage of students at/above grade level in math by at least 3% points. In grades 3-8, KPS students did not meet the goal.

From Fall to Spring, students in grades K-8 failed to meet the goal of at least 65% of students making a year's worth of growth in math.

Initial Initiative Inventory and Analysis: Reading - Inventory Analysis

KPS adopted the Wonders literacy series and completed the first year of implementation during the 2023-2024 school year in grades K-5. Meeting expectations for text quality, building knowledge, and usability according to edreports.org, KPS staff believe this Tier I resource provides the necessary instructional sequence that allows for rigorous instruction aligned with content standards for both whole group and small group instruction. Wonders also has embedded tier II intervention support for students not responding to tier 1 instruction. Ongoing MTSS work ensures all students and teachers have access to high quality Tier II and III interventions such as Lexia, Heggerty, and UFLI.

K-5 literacy coaches provide embedded professional development for teachers related to data analysis, instructional decisions, and an understanding of the appropriate interventions for students. Literacy coaches also work with small groups of students for 12-20 weeks throughout the school year. District wide efforts have been made to help teachers understand all the components of literacy and how to effectively provide instructional strategies to ensure students meet grade level expectations.

Mathematics - Inventory Analysis

KPS adopted Eureka Mathematics for K-5 in 2017. This resource was selected after an extensive review and pilot process. Eureka math is aligned with the Common Core State Standards for Mathematics. KPS staff believe this Tier I resource provides the necessary instructional sequence that allows for rigorous instruction aligned with content standards for both whole group and small group instruction. The district provides DreamBox for Tier 2 intervention in mathematics along with Intervention guides that are aligned and support grade level standards.

K-5 math coaches provide professional development for teachers related to data analysis, instructional decisions, and an understanding of the appropriate interventions for students. This professional development is provided throughout the school year. Teachers also have access to math coaching throughout the year. District wide efforts have been made to support teachers with fidelity of the implementation of tier 1 resources.

6-12 Mathematics adopted Illustrative Mathematics to use as a Tier 1 resource for instruction. Illustrative Mathematics is problem based and aligned to the CCSS for mathematics. 6-8 had their first year of implementation for the 22-23 school year. Algebra, Algebra 2, and Geometry implemented the materials in the 21-22 school year. The district has provided many professional development opportunities for teachers centered around tier 1 instruction with the resources. We are in the process of developing pacing that allows for targeted intervention time in our 6-8 classrooms, to help support students with the understanding of grade level content. We are also providing ZEARN math, an online tier 1 and tier 2 resource that is aligned to Illustrative Mathematics. Teachers will also have access to the online resources for IM through Imagine Learning.

Gap Analysis: Reading - High Level Gap Analysis

In terms of proficiency (Spring 2023, grades K-8), significant achievement gaps exist between identified bimodal demographic groups in reading.

Students eligible for Free/Reduced Lunch - 29% at/above grade level

Students not eligible for Free/Reduced Lunch - 72% at/above grade level

Multilingual learners (ELs) - 16% at/above grade level

Non-Multilingual learners (No EL flag) - 43% at/above grade level

Students with an IEP - 16% at/above grade level

Students without an IEP - 44% at/above grade level

Among other demographic groups, the percentage of students at or above grade level at EOY also varies widely. Just 22% of Black/African American students have test scores indicating that they are at grade level, compared to 31% of Hispanic students, 39% of students who identify with two or more racial groups, and 64% of white students.

Similarly, Multilingual Learners (ELs) (48%), Black/African American (49%), and Hispanic (49%) students are less likely to experience a high growth rate from Fall to Spring than White (55%) students. Intersectionality with other subgroups (F/R Lunch, IEP status, and EL) further exacerbates observed achievement gaps.

Mathematics - High Level Gap Analysis

In terms of proficiency (Spring 2023, grades K-8), significant achievement gaps exist between identified bimodal demographic groups in math.

Students eligible for Free/Reduced Lunch - 26% at/above grade level

Students not eligible for Free/Reduced Lunch - 67% at/above grade level

Multilingual learners (ELs) - 15% at/above grade level
Non-Multilingual learners (No EL flag) - 39% at/above grade level
Students with an IEP - 17% at/above grade level
Students without an IEP - 40% at/above grade level

Among other demographic groups, the percentage of students at or above grade level at EOY also varies widely. Just 18% of Black/African American students have test scores indicating that they are at grade level, compared to 25% of Hispanic students, 38% of students who identify with two or more racial groups, and 60% of white students. Similarly, Multilingual Learners (ELs) (52%), Black/African American (48%), and Hispanic (47%) students are less likely to experience a high growth rate from Fall to Spring than White (53%) students. Intersectionality with other subgroups (F/R Lunch, IEP status, and EL) further exacerbates observed achievement gaps.

District Data Story Summary: With some exceptions, our growth data (percent making 1 or more year of growth over a year of instruction and percentage making shows smaller demographic achievement gaps than our attainment data (percent at or above grade level) in reading and math. This being said, significant gaps still exist.

What strengths or opportunities for growth have been identified? Are the diverse needs of all students, including those at greatest risk, being addressed through identified strategies? If not, why not?

Although many KPS students come to school with challenges, we're confident that our students respond to high-quality learning opportunities and instruction. This is clear in our growth data. In 2021-22, 27.3% met the chronic absenteeism threshold and missed school 10% or more of enrolled days. Particularly stark, Black/African American students (38.2%) were 2.5x as likely to be identified as chronically absent than White students (15.7%). Economically disadvantaged students (34%) are 3x as likely to be identified as chronically absent than those who are not economically disadvantaged (11.1%). These discrepancies parallel a number of academic outcomes.

KPS staff has attempted to address achievement gaps through offering summer programming, wraparound support and tutoring. If we use the 2021-22 year as a baseline (not ideal due to the school closure and lack of in person learning opportunities), these gaps are improved, but nowhere near reflective of equitable outcomes for all learners. 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?

A great deal of effort goes into ensuring that those with the greatest needs have the greatest access to resources. This is reflected in budgeting processes and practices. In practice, it's often difficult to find staffing to fill vacancies in areas like special education, our EL/newcomer programs, and in our highest need buildings.

How is the district collecting data from those who are impacted by its strategies/initiatives? What does that data say?

The district has been working hard to select, roll out, and implement data systems that support teaching and learning like Early warning monitoring systems, a new SIS, and new supplemental tools that support diverse learning needs. The data provide building-level MTSS teams with the data that they need to make informed decisions. They also support the child study process. KPS is currently growing in their understanding and usage of

these new, powerful tools.

Strategies:

(1/5): Data-Based, Decision Making

Owner: Geoffrey Howe

Start Date: 06/16/2023

Due Date: 06/22/2024

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
*CSI WWA - PAST Assessment	Geoffrey Howe	06/16/2023	06/22/2024	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> Washington Writers' Academy 				
*CSI WWA - ILC/PLC cycles	Geoffrey Howe	06/16/2023	06/22/2024	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> Washington Writers' Academy 				
*CSI WWA - FastBridge Assessment	Geoffrey Howe	06/16/2023	06/22/2024	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> Washington Writers' Academy 				
*CSI WWA - NWEA MAP Assessment	Geoffrey Howe	06/16/2023	06/22/2024	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> Washington Writers' Academy 				
*CSI WWA - M-STEP	Geoffrey Howe	06/16/2023	06/22/2024	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> Washington Writers' Academy 				
*CSI Phoenix - Reading/Literacy across content areas	Geoffrey Howe	06/16/2023	06/22/2024	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> Phoenix Alternative High School 				
*CSI Phoenix - Common	Geoffrey	06/16/2023	06/22/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
behavioral data	Howe			
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> Phoenix Alternative High School 				
Skill gap analysis and reteaching - supported by individuals with expertise	Geoffrey Howe	06/16/2023	06/22/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Data review cycles - supported by individuals with expertise	Geoffrey Howe	06/16/2023	06/22/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Hire teachers for summer school, currently supported by ESSER funds.	Geoffrey Howe	06/16/2023	06/22/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Intensive tutoring - supported by individuals with expertise	Geoffrey Howe	06/16/2023	06/22/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/5): Guaranteed and Viable Curriculum

Owner: Geoffrey Howe

Start Date: 06/16/2023

Due Date: 06/22/2024

Summary: A “guaranteed” curriculum is often defined as a mechanism through which all students have an equal opportunity (time and access) to learn rigorous content. This requires a school-wide (or district-wide) agreement and common understanding of the essential content that all students need to know, understand, and be able to do. The word “all” needs emphasis; a guaranteed curriculum promotes equity, giving all children equal opportunity to learn essential content, and to provide this opportunity, curricular materials and instructional approaches must be grounded in research, implemented with fidelity, and must include vertical as well as horizontal alignment. For a curriculum to be “viable,” there must be adequate time for teachers to teach the content and for students to learn the content. A viable curriculum eliminates the supplementary or “nice to know” content. Teachers must have the flexibility to meet student needs through different methods of content delivery, helping students dive deeper into their passions. At its essence, a GVC represents the core non-negotiables of student learning. It’s what schools and teachers commit to providing for all students.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
*CSI Phoenix - Educational Development Plans	Geoffrey Howe	06/16/2023	06/22/2024	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> Phoenix Alternative High School 				
*CSI Phoenix - Project Based learning opportunities	Geoffrey Howe	06/16/2023	06/22/2024	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> Phoenix Alternative High School 				
*CSI Phoenix - Instructional Rounds	Geoffrey Howe	06/16/2023	06/22/2024	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> Phoenix Alternative High School 				
*CSI Phoenix - Academic Vocabulary Instruction	Geoffrey Howe	06/16/2023	06/22/2024	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> Phoenix Alternative High School 				
*CSI Phoenix - Reading/ Literacy Across Content	Geoffrey Howe	06/16/2023	06/22/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Areas				
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> Phoenix Alternative High School 				
*CSI Phoenix - Culturally Relevant Teaching/ABAR	Geoffrey Howe	06/16/2023	06/22/2024	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> Phoenix Alternative High School 				
*CSI Phoenix - Increase opportunities for hands-on work and cooperative work, make work public	Geoffrey Howe	06/16/2023	06/22/2024	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> Phoenix Alternative High School 				
Collins Writing	Geoffrey Howe	06/16/2023	06/22/2024	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> Hillside Middle School Kalamazoo Central High school Linden Grove Middle School Loy Norrix High School Maple Street Magnet School for the Arts Milwood Magnet School 				
Thinking Maps	Geoffrey Howe	06/16/2023	06/22/2024	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> Loy Norrix High School Maple Street Magnet School for the Arts 				
Higher Order Thinking Skills	Geoffrey Howe	06/16/2023	06/22/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Selection of engaging, relevant curricular materials	Geoffrey Howe	06/16/2023	06/22/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Project-based learning	Geoffrey Howe	06/16/2023	06/22/2024	ONTARGET
<i>Activity Buildings:</i>				

Activity	Owner	Start Date	Due Date	Status
<ul style="list-style-type: none"> • Hillside Middle School • Linden Grove Middle School • Maple Street Magnet School for the Arts • Milwood Magnet School • Phoenix Alternative High School 				
Monitoring Tier I instruction through comprehensive assessment	Geoffrey Howe	06/16/2023	06/22/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Math and Literacy coaching supports	Geoffrey Howe	06/16/2023	06/22/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/5): MTSS Framework (General)

Owner: Geoffrey Howe

Start Date: 06/20/2023

Due Date: 06/22/2024

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
*CSI WWA - Heggerty Intervention	Geoffrey Howe	06/20/2023	06/22/2024	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> Washington Writers' Academy 				
*CSI WWA - UFLI Foundations	Geoffrey Howe	06/20/2023	06/22/2024	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> Washington Writers' Academy 				
*CSI WWA - Lexia	Geoffrey Howe	06/20/2023	06/22/2024	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> Washington Writers' Academy 				
*CSI WWA - Coaching (Reading)	Geoffrey Howe	06/20/2023	06/22/2024	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> Washington Writers' Academy 				
*CSI WWA - BGL Tutoring	Geoffrey Howe	06/20/2023	06/22/2024	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> Washington Writers' Academy 				
*CSI WWA - Math Recovery	Geoffrey	06/20/2023	06/22/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
	Howe			
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> Washington Writers' Academy 				
*CSI WWA - DreamBox	Geoffrey Howe	06/20/2023	06/22/2024	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> Washington Writers' Academy 				
*CSI WWA - Coaching (Math)	Geoffrey Howe	06/20/2023	06/22/2024	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> Washington Writers' Academy 				
Restorative Practices	Geoffrey Howe	06/20/2023	06/22/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Mentoring	Geoffrey Howe	06/20/2023	06/22/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Lexia	Geoffrey Howe	06/20/2023	06/22/2024	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> Arcadia Elementary School Edison Environmental Science Academy El Sol Elementary Greenwood Elementary Hillside Middle School Indian Prairie Elementary School King-Westwood Elementary School Lincoln International Studies School Linden Grove Middle School Maple Street Magnet School for the Arts Milwood Elementary School Milwood Magnet School Northeastern Elementary School Northglade Montessori School Parkwood-Upjohn Elementary School Prairie Ridge Elementary School Spring Valley Center for Exploration Washington Writers' Academy 				

Activity	Owner	Start Date	Due Date	Status
<ul style="list-style-type: none"> • Winchell Elementary School • Woods Lake Elementary: A Magnet Center for the Arts • Woodward School for Technology and Research 				
DreamBox	Geoffrey Howe	06/20/2023	06/22/2024	ONTARGET
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> • Arcadia Elementary School • Edison Environmental Science Academy • El Sol Elementary • Greenwood Elementary • Hillside Middle School • Indian Prairie Elementary School • King-Westwood Elementary School • Lincoln International Studies School • Linden Grove Middle School • Maple Street Magnet School for the Arts • Milwood Elementary School • Milwood Magnet School • Northeastern Elementary School • Northglade Montessori School • Parkwood-Upjohn Elementary School • Prairie Ridge Elementary School • Spring Valley Center for Exploration • Washington Writers' Academy • Winchell Elementary School • Woods Lake Elementary: A Magnet Center for the Arts • Woodward School for Technology and Research 				
Building MTSS teams	Geoffrey Howe	06/20/2023	06/22/2024	ONTARGET
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				

(4/5): Social Emotional Learning (SEL) CASEL

Owner: Geoffrey Howe

Start Date: 06/20/2023

Due Date: 06/22/2024

Summary: School-based social and emotional instruction focuses on five core competency areas: self-awareness, self-management, social awareness, relationship skills, and responsible decision making

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
*CSI WWA - Communities in Schools	Geoffrey Howe	06/20/2023	06/22/2024	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> Washington Writers' Academy 				
*CSI WWA - Capturing Kids Hearts	Geoffrey Howe	06/20/2023	06/22/2024	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> Washington Writers' Academy 				
*CSI WWA - Character Traits Progreem	Geoffrey Howe	06/20/2023	06/22/2024	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> Washington Writers' Academy 				
*CSI WWA - Zones Training	Geoffrey Howe	06/20/2023	06/22/2024	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> Washington Writers' Academy 				
*CSI WWA - Gryphon Place	Geoffrey Howe	06/20/2023	06/22/2024	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> Washington Writers' Academy 				
*CSI Phoenix - Culture of Care	Geoffrey Howe	06/20/2023	06/22/2024	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> Phoenix Alternative High School 				
*CSI Phoenix - Revise advisory modules	Geoffrey Howe	06/20/2023	06/22/2024	ONTARGET
<i>Activity Buildings:</i>				

Activity	Owner	Start Date	Due Date	Status
<ul style="list-style-type: none"> Phoenix Alternative High School 				
*CSI Phoenix - Learn and Integrate SEL strategies	Geoffrey Howe	06/20/2023	06/22/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Phoenix Alternative High School 				
SEL center - coaching and other supports	Geoffrey Howe	06/20/2023	06/22/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Panorama SEL surveys	Geoffrey Howe	06/20/2023	06/22/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Restorative practices	Geoffrey Howe	06/20/2023	06/22/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(5/5): 23g Expanded Learning Time

Owner: Geoffrey Howe

Start Date: 10/27/2023

Due Date: 06/22/2024

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: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Hire teachers for summer school, currently paid using ESSER funds	Geoffrey Howe	10/27/2023	06/22/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Activity overseen by individuals with expertise, see program planner resume	Geoffrey Howe	10/27/2023	06/22/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Instructional coaching for MTSS - Tier II and III	Geoffrey Howe	02/05/2024	06/21/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Teachers for Saturday school grades 3-5.	Geoffrey Howe	02/05/2024	06/21/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Edison Environmental Science Academy • Lincoln International Studies School • Northeastern Elementary School • Spring Valley Center for Exploration • Washington Writers' Academy • Woodward School for Technology and Research 				
Before/After school tutoring - Elementary	Geoffrey Howe	02/04/2024	06/21/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> • Arcadia Elementary School • Edison Environmental Science Academy • El Sol Elementary • Greenwood Elementary • Indian Prairie Elementary School • King-Westwood Elementary School • Lincoln International Studies School • Maple Street Magnet School for the Arts • Milwood Elementary School • Northeastern Elementary School • Northglade Montessori School • Parkwood-Upjohn Elementary School • Prairie Ridge Elementary School • Spring Valley Center for Exploration • Washington Writers' Academy • Winchell Elementary School • Woods Lake Elementary: A Magnet Center for the Arts • Woodward School for Technology and Research 				
3 Parapros for Saturday school grades 3-5.	Geoffrey Howe	10/27/2023	06/22/2024	ONTARGET
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> • Edison Environmental Science Academy • Lincoln International Studies School • Northeastern Elementary School • Spring Valley Center for Exploration • Washington Writers' Academy • Woodward School for Technology and Research 				
Meals for students for Saturday school grades 3-5,	Geoffrey Howe	10/27/2023	06/22/2024	ONTARGET
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> • Edison Environmental Science Academy • Lincoln International Studies School • Northeastern Elementary School • Spring Valley Center for Exploration • Washington Writers' Academy • Woodward School for Technology and Research 				
Supplies and materials for Saturday school grades 3-5. Communicators, dry erase markers, place value disks,	Geoffrey Howe	10/27/2023	06/22/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
fraction tiles, magnetic fraction strips, graphing paper, patty paper.				
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> Edison Environmental Science Academy Lincoln International Studies School Northeastern Elementary School Spring Valley Center for Exploration Washington Writers' Academy Woodward School for Technology and Research 				
Field trips (attendance incentive) for Saturday school grades 3-5.	Geoffrey Howe	10/27/2023	06/22/2024	ONTARGET
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> Edison Environmental Science Academy Lincoln International Studies School Northeastern Elementary School Spring Valley Center for Exploration Washington Writers' Academy Woodward School for Technology and Research 				
Home Support Specialist for Saturday school grades 3-5.	Geoffrey Howe	10/27/2023	06/22/2024	ONTARGET
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> Edison Environmental Science Academy Lincoln International Studies School Northeastern Elementary School Spring Valley Center for Exploration Washington Writers' Academy Woodward School for Technology and Research 				
PD - Teachers for Saturday school grades 3-5.	Geoffrey Howe	10/27/2023	06/22/2024	ONTARGET
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> Edison Environmental Science Academy Lincoln International Studies School Northeastern Elementary School Spring Valley Center for Exploration Washington Writers' Academy Woodward School for Technology and Research 				
Secretary for Saturday	Geoffrey	10/27/2023	06/22/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
school grades 3-5.	Howe			
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Edison Environmental Science Academy Lincoln International Studies School Northeastern Elementary School Spring Valley Center for Exploration Washington Writers' Academy Woodward School for Technology and Research 				
Before/After school tutoring - Middle	Geoffrey Howe	10/27/2023	06/22/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Hillside Middle School Linden Grove Middle School Maple Street Magnet School for the Arts Milwood Magnet School 				
Before/After school tutoring - High School	Geoffrey Howe	10/27/2023	06/22/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Kalamazoo Central High school Loy Norrix High School Phoenix Alternative High School 				