

The logo for Kalamazoo Public Schools features the text "Kalamazoo Public Schools" in white serif font, centered within a blue rectangular box with a white border. Behind the text, the letters "KPS" are written in a large, red, stylized serif font.

Kalamazoo Public Schools

Every child. Every opportunity. Every time.

KPS Acceleration Plan: Three-Year COVID Response Strategy

Updated: October 2022



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KPS Acceleration Plan: Three-Year COVID Response Strategy

Late in the evening of March 12, 2020, educators across Michigan were alerted of an emergency press conference hosted by Governor Gretchen Whitmer. The press conference informed the state residents that all K-12 schools would be closed for two weeks due to COVID-19. Educators were hopeful for a quick return to school, but no one knew exactly what COVID-19 entailed. Educators knew that the virus was serious enough to close schools but wondered if a two-week break from school would mitigate the spread of the unknown virus.

Kalamazoo Public Schools (KPS) immediately orchestrated a plan to continue educating students; especially seniors preparing to graduate. A local business, Schupan Asset Management, donated refurbished Chromebooks to seniors. KPS also donated Chromebooks that were “end of life” to seniors to continue their learning.

On April 2, 2020 Governor Whitmer closed all K-12 schools for the remainder of the school year. With the closure of schools, the Governor’s Executive Order (EO 2020-35) required all schools to provide learning opportunities for all students. School districts were to complete a Continuity of Learning and COVID-19 Response Plan no later than April 28, 2020.

As the reality of remote learning became apparent, KPS provided support for both students and families. KPS issued Chromebooks, launched twenty-four sites for twice-weekly grab and go meal packet distribution, disseminated learning packets, and created a Learning Hub in which families could access grade level content for their child(ren) 24/7 on the district’s website. The Learning Hub also included Social-Emotional Learning (SEL) lessons and links for families to access core learning resources like read alouds and technology supports.

The district quickly provided over 120 hours of virtual professional development for teachers and administrators once it was decided that remote learning would begin in short order. Teachers were able to choose the professional development sessions most relevant to their level of expertise and the subjects they taught. Sessions were centered around both the hardware and software necessary to deliver lessons and included best practices for virtual learning pedagogy. The digital gradual release model was introduced, and Teaching and Learning Services quickly created a hub for teacher learning called The Knowledge Center. Teachers could continue their professional learning at The Knowledge Center and use virtual drop-in help sessions and a help ticket system.

KPS created a remote learning schedule for students at all levels. Students were assigned to meet with their teacher(s) daily. The schedule created flexibility for families to ease them into remote learning to minimize the prospective fatigue from the computer screen. Despite all of the challenges, KPS successfully ended the school year. Seniors had rolling outdoor graduations and many other schools held outdoor social distanced activities to celebrate fifth and eighth-graders.

At the onset of the pandemic, we knew that just giving student devices for home usage did not solve the need for internet access at home. On June 15, 2020, the Kalamazoo City Commission announced a new partnership with the Kalamazoo Public Schools, Kalamazoo Public Library, The Kalamazoo Promise, the Kalamazoo Community Foundation, and the city of Kalamazoo, called the Digital Access For All (DAFA) partnership. The new partnership committed to provide Wi-Fi hot spots to 1,000 KPS students. The city amended their budget to allocate \$200,000 from the Foundation for Excellence Aspirational Fund to pay for the hot spots. In addition to the funds from the city of Kalamazoo, KPS, and The Promise contributed additional dollars to offset the expenses. The Kalamazoo Public Library took responsibility for the check-in and check-out procedures for students and families.

With the Governor's Executive Orders in effect, we could not offer in-person summer school, and instead, we opted to provide a virtual summer school experience for all. A select group of K-8 students had synchronous summer school four days a week for five weeks with a KPS teacher. All K-8 students in the district continued to have access to the Learning Hub throughout the summer asynchronously. High School students were able to have synchronous summer school with a KPS teacher with an emphasis on credit recovery.

On June 30, 2020, Governor Whitmer and the COVID-19 Task Force on Education Return to School Advisory unveiled *MI Safe Schools: Michigan's 2020-2021 Return to School Roadmap*. All school districts were required to submit an Extended Continuity of Learning Plan/COVID-19 Preparedness and Response Plan ("Preparedness Plan") by August 15, 2020.

Throughout Summer 2020, the district engaged in committees with staff to plan the options for the 2020-2021 school year. The committee recommended that KPS offer a fully-virtual option, a hybrid option, and a fully in-person option. The superintendent hosted numerous virtual town hall meetings for families before announcing the final plan for the 2020-21 school year.

The superintendent again led numerous virtual town halls in August 2020 to share the plan details. Option 1 was a three-tiered model moving from fully remote for trimester one, to hybrid for trimester two, and finally fully in-person for trimester three if it was deemed safe to do so. The district created two virtual options. Option 2A was the Kalamazoo Virtual Learning Path (KVLP) where families could choose to have their child remain in virtual learning the entire school year in a program run by Kalamazoo Public Schools. The third and final option the district created was Option 2B or the Kalamazoo Virtual Innovative Collaborative (KVIC). In this model families could choose to have their child remain in virtual learning the entire school year, but KVIC would be run by Kalamazoo Regional Service Agency (KRESA). Option 1 was designed for synchronous instruction using the KPS curriculum taught by KPS teachers. Option Options 2A and 2B were designed for asynchronous learning.

The superintendent developed a weighted formula that considered family input, teacher input, non-teaching staff input, health department data, and research from around the world.

For trimester one, the district unveiled a schedule for families that permitted time for whole group and small group instruction four days a week. Teachers were also available for virtual drop-in support for office hours. On Wednesdays, teachers taught lessons for social emotional learning. To further support students, the district partnered with Kyd Network which organized Learning Hubs throughout the community. In addition, each KPS school provided students with school supplies and supplemental material.

Teachers collaborated in Professional Learning Communities (PLCs) each Wednesday at the building and district levels. Continuous professional development was provided for teachers. The district purchased Google Enterprise, NearPod, Kami, ScreenCastify, Schoology, PearDeck, Fast Forward, Newsela, Lexia, and Dreambox to assist teachers with instructional technology. As Google made updates to features in Google MEET, teachers could create breakout groups, polls, and the question and answer tool.

Throughout the first trimester, the district created opportunities for teacher feedback and sent surveys. Parents also had a chance to complete surveys on their experiences. The district worked on dual plans in preparation for trimester two. Based on the weighted formula, it was determined that students would remain fully virtual for the second trimester.

As a result of the decision and the input from stakeholders about trimester one, the secondary schedule was modified to structure the courses in chronological order, and the district provided Educator Learning Time embedded in the teachers' workday. The district then provided school learning hubs in addition to the learning hubs that were already in place in the community.

The superintendent revisited the formula, and the decision was made for the district to remain remote for the third trimester. The school district kept the same schedule intact but offered spring in-person activities for students.

As a result of the coronavirus disease (COVID-19), teachers, students, and families have had to overcome numerous challenges to meet vast social-emotional and academic needs within the greater school community. Schools have faced a series of difficult decisions regarding what is best for children, families, and the community.

Since March 2020, school districts have had to adjust policies and procedures, teachers and students have had to learn to engage with one another in new and challenging ways. For the first time in modern history, school leaders have had to fundamentally rethink how to transform learning opportunities in order to prioritize the safety and well-being of students and school staff.

Upcoming school years present both an opportunity to fundamentally change teaching and learning and the challenge to do so in a way that addresses inequitable gaps in educational opportunities and outcomes for students. The impact of the COVID-19 pandemic has been disproportionately felt by historically underrepresented groups, including communities of color, English Language Learners, and families experiencing economic hardship (ED COVID-19 Handbook: Volume 2). This plan represents a commitment to equitable education and a responsibility for every child, every opportunity, every time.

Input from stakeholders has been paramount to our development of teaching and learning strategies since this pandemic has begun. Students, families and teachers have been surveyed multiple times for input. Townhalls have taken place multiple times to both give and receive insight into what is happening at our schools as well as what would help students and families. Our Teacher Advisory Council, Parent Advisory Council, Instructional Leadership, United Auto Workers and Kalamazoo Education Association have been consulted for their valuable insight both during the school year and in development of this Acceleration Plan.

After careful review of input, research, and guidance documents developed by educators and researchers across the country, the KPS multi-year COVID Acceleration Plan is centered around the following focus areas:

- Student, Family, and Educator Well-being

- Assessing, Monitoring, and Evaluating Needs
- Equity, Access, and Targeted Instruction
- Leveraging Community Partnerships

Student, Family, and Educator Well-being is well documented in educational research (Child Development, Jan. 2011). Attainment of social-emotional skills is tightly linked to whole-child well-being and positive academic outcomes. Engaging students, families, and educators with the common goal of providing safe and healthy learning environments, through participation in carefully selected activities, supports the well-being of the school community as a whole. This area is central to the transition period from a virtual learning environment for over a year to the return to face-to-face learning in the fall of 2021.

Assessing, Monitoring, and Evaluating Needs as part of a robust Multi-Tiered System of Supports (MTSS) enables school staff to target academic and social-emotional supports to meet the needs of students in a proactive manner (Bernhardt, 2018). School staff will use universal and targeted assessments to inform decision-making related to meeting students' varying needs. The check and balance of assessing needs is critical to moving student achievement forward from where students are at the beginning of the school year.

Equity, Access, and Targeted Instruction is a commitment to continue to engage in critical conversation around current practices to ensure that Kalamazoo Public Schools is living up to its philosophy, "Every Child, Every Opportunity, Every Time." Engaging students with a strengths-based approach to learning and growing builds on success as a stepping stone to accelerating learning (Clay, 2019). Students have had an experience like no others in history by learning virtually for such a long period of time. The equity lens is critical to ensure that *all means all* for instruction. Both the strengths-based model and the equity needs are strong values within the district.

Through *Leveraging Community Partnerships*, Kalamazoo Public Schools is planning several activities to support student needs. Effective community partnerships have long been recognized as a vehicle for promoting positive communication, interaction, and growth within the greater school community (Epstein, 2018). The district recognizes that it "takes a village" to raise our children. The Kalamazoo community continues to work closely with the district to meet the needs of the students. These partnerships will continue to grow and expand for the needs in the transition.

Kalamazoo Public Schools' mission is *"Every child. Every Opportunity. Every time."* The current school year has been challenging as well as inspiring with all the new initiatives started in the digital world. Staff members continue to respond with learning, adjustments, and support. With the transition back to in-person learning, there will be many new tools and resources for students and staff to use. The KPS Acceleration Plan addresses the mission statement as the focus of the plan targets the following strategies: 1. Student, Family, and Educator Well-being; 2. Assessing, Monitoring, and Evaluating Needs; 3. Equity, Access, and Targeted Instruction; and 4. Leveraging Community Partnerships.

The KPS Acceleration Plan begins with the launch of KPS Summer Readiness 2021. This in-person program will provide learning opportunities for over 2000 students. Community partners will collaborate with the district to provide hands-on experiences during the six-week program. In addition, students in fifth and sixth grades have the option to attend a camp at the conclusion of KPS Summer Readiness. The KPS Acceleration Plan will serve as the framework for our continuous improvement plan starting with the 2021-2022 school year.

During the 2020-21 school year, the Superintendent provided bi-monthly updates at Board of Education meetings on a variety of items including virtual learning and progress towards the current plan. Both parent and teacher advisory councils were empowered to respond with official KPS information and their work will continue to be structured using the RPIE method (Research, Planning, Implementation and Evaluation). KPS launched new communication platforms including a website redesign, a new app, increased use of social media, and an e-flyer system to ensure that families had access to information.

The goal of the 2020-2021 school year was the focus on the safety and emotional well-being and academic progress. Students were in a virtual option the entire school year. As the KPS Acceleration Plan is launched, there will be continued innovation, creativity, and student growth with a focus on providing an equitable education for all students. The initiatives being brought forward into the 2021-2022 school year are research-based and open-ended for additional items. Digital learning platforms, virtual parent-teacher conferences, educator and student ed-tech skills, personal safety measures and much more will be utilized as the district continues to serve children. The plan is a three-year plan with some initiatives starting in the Fall of 2021 and others starting at a later date. With our commitment to continuous improvement, we will evaluate the impact of the KPS Acceleration Plan at strategic intervals. Students and staff will continue to learn with an increased use of technology and support.

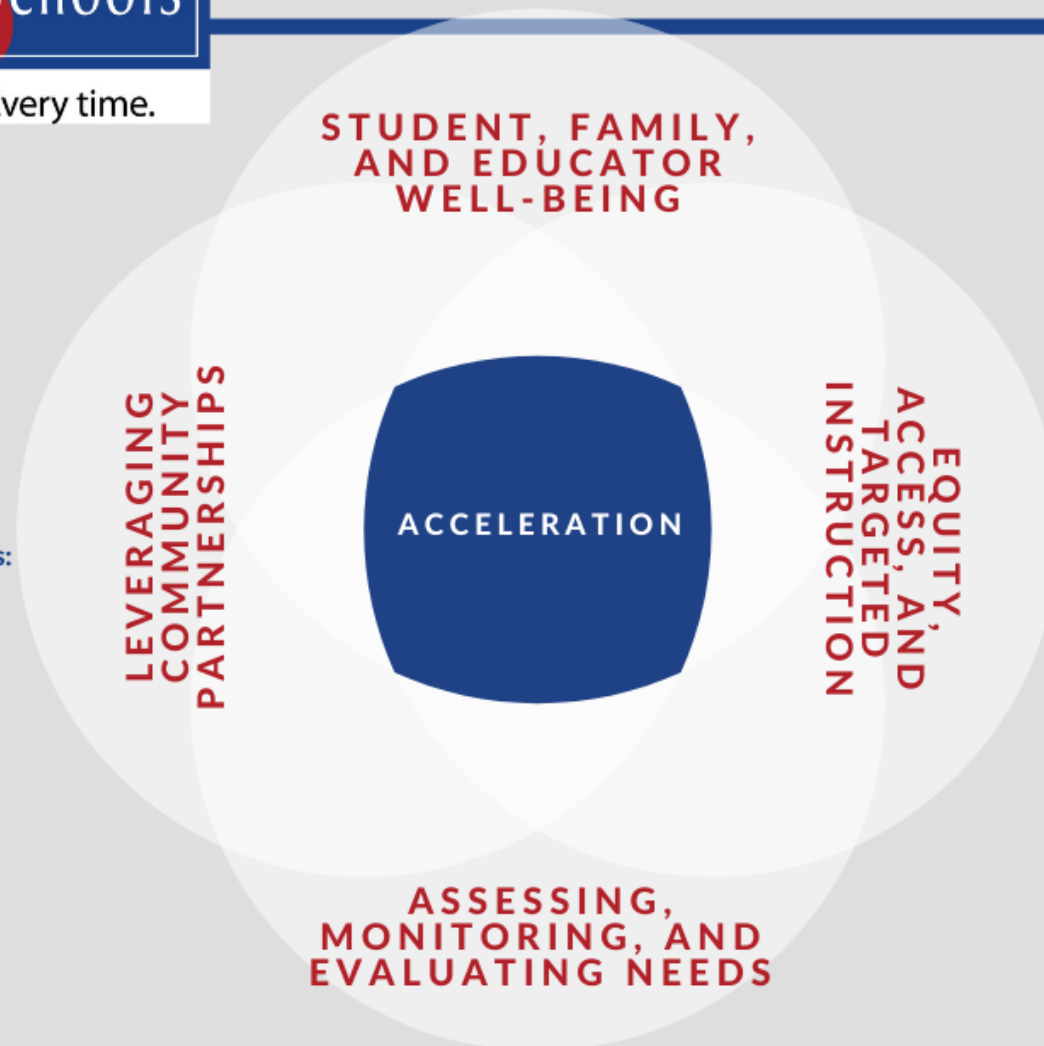
Kalamazoo Public Schools

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ACCELERATION PLAN 2021-24

The Kalamazoo Public Schools COVID Acceleration Plan is centered around four areas to accelerate learning for all students:

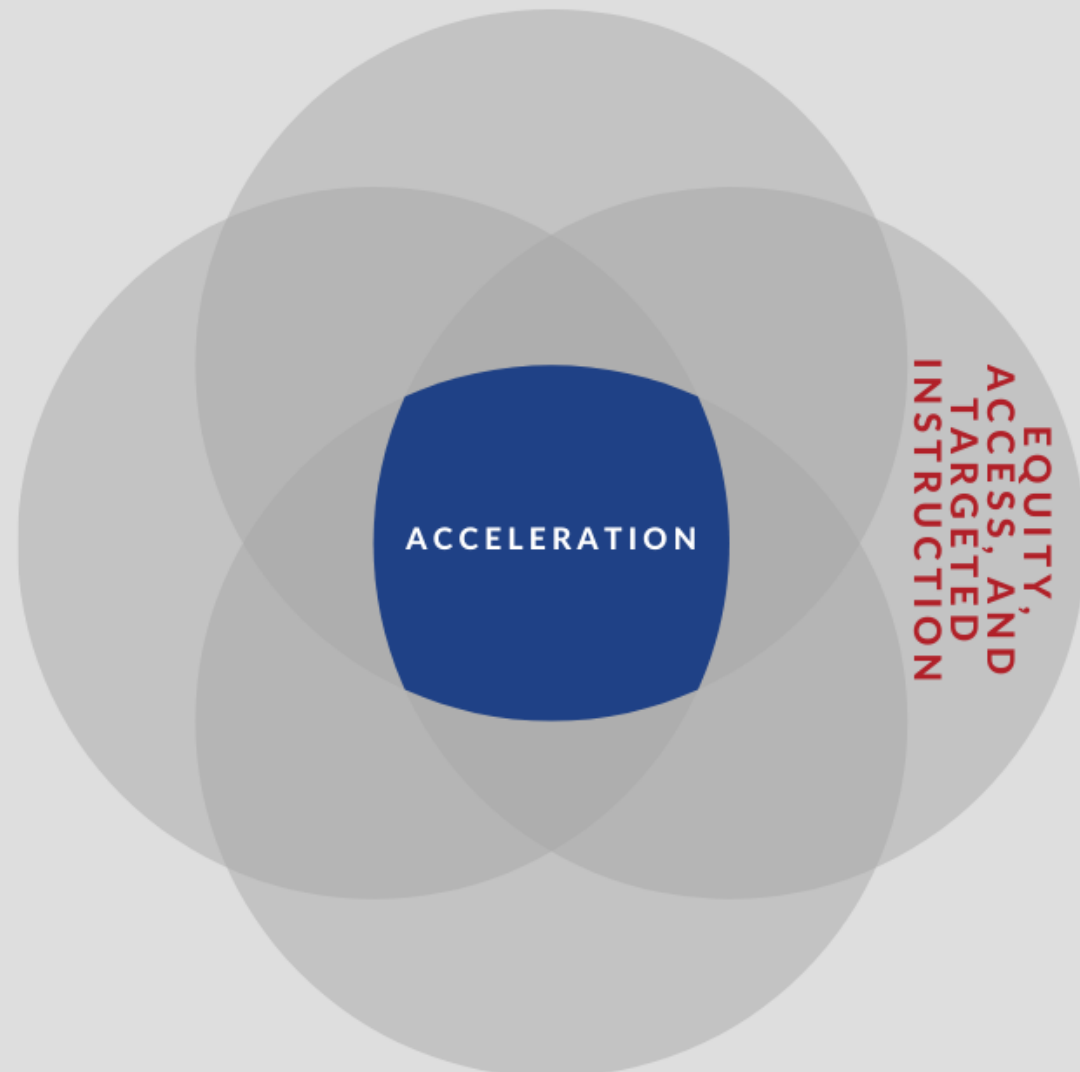
- Student, Family, and Educator Well-being
- Equity, Access, and Targeted Instruction
- Assessing, Monitoring, and Evaluating Needs
- Leveraging Community Partnerships



EQUITY, ACCESS & TARGETED INSTRUCTION

- Attendance / Engagement Analysis
- Student Improvement Plans (ELA & Mathematics)
- Elementary and Secondary Intervention/Enrichment Time
- Updates to Elementary Report Cards, CA-60s, and K-12 Pacing Guides to Reflect Most Important Content
- New Equitable HS Math Core Resources
- After School HS Credit Recovery & Support
- Bolster/Expansion of Supports for Students with Special Needs
- New Expanded Summer Readiness
- K-12 Virtual Learning Including Synchronous Supports
- 1:1 6-12 Chromebooks & Chromebook Carts in Every K-5 Classroom Make Learning Transparent & Accessible to All

WORKING FROM A STRENGTHS MINDSET FOR EACH STUDENT AND GROWING THE SKILLS NECESSARY FOR INDIVIDUAL SUCCESS



ASSESSING, MONITORING AND EVALUATING NEEDS

- Early Reading Screening & Diagnostic Assessments
- Early Math Screening & Diagnostic Assessments
- NWEA MAP Growth (Benchmark) Assessments
- HS Credit Analysis
- PSAT/SAT Aligned Interim Assessments
- Multi-Tier Systems of Support Progress Monitoring System
- Early Warning System for Students Who Fall Behind Academically or Socially
- Child Study Teams
- Tier 3 (Intensive) Students with Special Needs Team

IDENTIFYING INDIVIDUAL STUDENTS NEEDS AND CHECKING FOR SUCCESS

ACCELERATION

ASSESSING,
MONITORING, AND
EVALUATING NEEDS

LEVERAGING COMMUNITY PARTNERSHIPS

- “Lunch and Learn” and other Mentoring K-12 Programs
- Career Awareness/Exploration K-12
- Expansion of Summer Readiness Programs to Incorporate Community Groups
- Wifi Hotspots for Families in Need Via Community Partnership
- Communities in Schools, WMU, and K-College Tutoring Programs
- First Day Shoe Fund, Beyond the Backpack Event, Free 3 Month YMCA Event, Registration in the Park, KRESA Career Exploration Events, Among Other Partnered Programming Throughout the School Year.

UTILIZING OUR COMMUNITY

LEVERAGING
COMMUNITY
PARTNERSHIPS

ACCELERATION

Student, Family and Educator Well-Being <i>Creating safe and healthy learning environments both physically and mentally</i>	Assessing, Monitoring, and Evaluating Needs <i>Identifying individual students needs and checking for success</i>
• Social Emotional Learning & Skill Assessment • Behavioral Specialist/Home Support Specialists • Social Emotional Learning Center - Adults and Students • Social Emotional Learning Skill Integration Daily in All Courses • Family Engagement Events • District/Building Climate/Culture Surveys and Action Plans • Equity Taskforce & Workgroup • Inquiry/Equity Work with Core Teachers • Diverse Classroom Libraries K-6 Including Teacher Training • Family Learning Nights for Online Learners • Educator Training on Best Practices for Student Engagement and Well-Being • Playworks SEL and relationship support during K-5 Recess	• Early Reading Screening & Diagnostic Assessments • Early Math Screening & Diagnostic Assessments • NWEA MAP Growth (Benchmark) Assessments • HS Credit Analysis • PSAT/SAT Aligned Interim Assessments • Multi-Tier Systems of Support Progress Monitoring System • Early Warning System for Students Who Fall Behind Academically or Socially • Child Study Teams • Tier 3 (Intensive) Students with Special Needs Team
Equity, Access, and Targeted Instruction <i>Working from a strengths mindset for each student and growing the skills necessary for individual success</i>	Leveraging Community Partnerships <i>Utilizing our community</i>
• Attendance / Engagement Analysis • Student Improvement Plans (ELA & Mathematics) • Elementary and Secondary Intervention/Enrichment Time • Updates to Elementary Report Cards, CA-60s, and K-12 Pacing Guides to Reflect Most Important Content • New Equitable HS Math Core resources • After School HS Credit Recovery and Support • Bolster/Expansion of Supports for Students with Special Needs • New Expanded Summer Readiness Program • K-12 Virtual Learning Including Synchronous Supports • 1:1 6-12 Chromebooks and Chromebook Carts in Every K-5 Classroom Make Learning Transparent and Accessible to All	• "Lunch and Learn" and other Mentoring K-12 Programs • Career Awareness/Exploration K-12 • Expansion of Summer Readiness Programs to Incorporate Community Groups • Wifi Hotspots for Families in Need Via Community Partnership • Communities in Schools, WMU and K-College Tutoring Programs • First Day Shoe Fund, Beyond the Backpack Event, Free 3 Month YMCA Event, Registration in the Park, KRESA Career Exploration Events, Other Partnered Programming Throughout the School Year. • Career Launch Kalamazoo project

2021/22 COVID Acceleration Plan

Student, Family and Educator Well-Being		
Component	Grade Levels	Description
SEL Skill Assessment	K-12	SELweb; xSEL Labs Assessment is a web-based, direct assessment of social and emotional competencies. It is aligned to the CASEL model and will provide teachers and administrators with reports indicating the competency level of each child in the SEL strands. 2022-23 Panorama, 2 surveys, grades 3-12, Student SEL, Building Culture and Climate Survey Resource: XSEL Panorama
Family Needs Assessment	PK-12	Engagement at SEL PD Center on Kalamazoo Public School's Campus. Fetzer Institute in support of CASEL standards. Activities/assessment. Local Community Partnerships/Referrals will also be a component. CIS, Boys and Girls, ISK, Gryphon Place Resources: Parent/Home Involvement Fetzer Institute
Behavioral Specialist/Home Support Specialists	K-12	Provide support to students, teachers, administrators, and families with student behavioral interventions. 2022-23 Partnering with Prosecutors office to focus on truancy and neglect

SEL Professional Development Center	K-12	District climate and culture coaches will provide social emotional learning support to staff, teachers, and parents through the SEL PD Center. Parent engagement events, Professional development and other hands-on support to ensure the adults serving our young people learn and use best practices to embed SEL development activities into daily interactions. Onward book study, SEL development series, Newcomers engagement, Pantry and Clothing Closet, SEL for Adults Companion KPS Document
SEL Skill Integration	Pre K-12	Train all summer school and instructional staff to conduct SEL morning meetings and other class meetings to focus on SEL daily. Vocabulary across content will be introduced and content teachers trained on implementation. (Please see SEL Center as well) 2022-23 Pilot Zones Skill Integration work at selected elementary schools Key Insights from the Collaborating Districts Initiative Improving College and Career Readiness by Incorporating Social and Emotional Learning
Playworks	K-5	A program that includes activities, games, and protocols to incorporate SEL and relationship building into recess and conflict resolution. The program will be implemented in the KPS Summer Readiness 2021 at the elementary level as well as in all elementary schools starting the fall of 2021. Training will take place for all staff involved. Regular training around implementation. Resource: Playworks Studies
Family Engagement	PK-12	Parents/families will be encouraged to attend various family engagement activities with the support of the SEL coaches and the SEL P.D. Center. Local resource agencies will provide support for 1-2 parent events. Special events will also be held for families who have students with special needs. Resource: Special Education -- Parent Training and Information Centers MiFamily: Michigan's Family Engagement Framework

Building and District Culture/Climate	K-12	Teach Upbeat launched in October and Urban Connection surveys and data analysis. Panorama Culture and Climate Surveys and data analysis Resource: The Urban Connection Project Teach Upbeat: Sustaining a Sense of Success: The Importance of Teacher Working Conditions During the COVID-19 Pandemic (edworkingpapers.com)
Family training nights for KPS Virtual	K-12	Back to School August and frequent training sessions will take place for students/families on the online programs and best practices in virtual learning. The platform, daily schedule and tips for students and families will be provided.
Core Content Areas Professional Development	K-12	Back-to-School and ongoing training for updated curriculum written during Spring/Summer 2021 will take place for the 21/22 school year. There will be updated pacing guides to reflect core competencies/standards; including links to appropriate resources for whole group instruction, intervention, and enrichment when applicable, and updated report card competencies/standards. PD will also focus on how to best support social emotional learning in all classrooms and content including culturally relevant instructional practices.
Social-Emotional/Culture and Climate Training	K-12	K-12 teachers will continue to learn best practices for classroom instruction, culturally relevant instruction models and how to support students post-pandemic which will be embedded in back to school as well as ongoing training.

Assessing, Monitoring, and Evaluating Needs

Component	Grade Levels	Description
FastBridge Reading and Math Screening & Diagnostic Assessments and Progress Monitoring	K-3	Implementation of Fastbridge assessment, intervention, and progress monitoring system including computer adaptive assessments (aReading and aMath), Early Reading and Early Math diagnostic assessments, CBM Reading and CBM math, screening to intervention plans, and individualized progress monitoring assessments. Resource: Foundational skills to support reading for understanding in kindergarten to grade 3 Fastbridge Benchmark Assessment for Improved Learning https://www.fastbridge.org/research-papers/ Restart and Reinvent Schools Report Using Learning Assessment in Process of Reopening Schools
NWEA MAP Growth	4-8	Continued use of NWEA MAP Growth Reading, Math, and Science assessments three times per year. Resource: Benchmark Assessment for Improved Learning
Credit Analysis	9-12	Create and monitor an 'on-track' metric for high school students. Resource: University of Chicago - Consortium on Chicago School Research Freshman On-Track Report
Attendance / Engagement Analysis	PK-12	Building teams will analyze which students struggled with engaging or attending on a regular basis. Resources: smhp.psych.ucla.edu/qf/homework.htm
PSAT/SAT Aligned Interim Assessments	9-12	Implementation of Horizon Education PSAT/SAT aligned interim assessments in grades 9-12 Case Studies: https://horizoneducation.com/case-studies Resource: Benchmark Assessment for Improved Learning

MTSS Tracking	PK-12	This work will be done utilizing the eduClimber program within Illuminate. EduCLIMBER is an interactive system that supports the whole child by combining assessment, social-emotional behavior (SEB), and attendance data into a single student profile view. From individual insights to district-level patterns, eduCLIMBER makes equitable support for every student a reality. Resource: Multi-Tiered System of Supports (MTSS)
Early Warning System	PK-12	Illuminate Achievement Dashboard built with KPS metrics in mind. This Interactive dashboard tool with customizable visualizations of real-time data creates shareable insights and school improvement and professional development plans.
Tier 3 Students with Special Needs Team	K-12	Provide support to students with disabilities k-12, progress monitoring review/IEP goals- Develop priority areas (e.g., behavior, SEL), cross-reference data pre-closure versus post-closure across grades, assessments, behavior, attendance/engagement, and SEL. CBM, aimswebPlus, FastBridge, NWEA MAP data, FastForward, and Unique Learning System will be utilized for data review Resources: Multi-Tiered System of Supports (MTSS) Child Study Team
Additional ELA and Math Progress Monitoring for K-8	K-8	Progress monitoring assessments reflective of priority standards. Assessments will be differentiated to determine the next steps for students above, below, or at grade level based baseline assessments. Assessments will also be used to determine if interventions are appropriately working for students. The math assessment system will have progress monitoring and prescriptive capabilities (District created, NWEA Checklist, FastBridge, Eureka Math Equip) Foundational skills to support reading for understanding in kindergarten to grade 3 Restart and Reinvent Schools Report Using Learning Assessment in Process of Reopening Schools

Equity, Access, and Targeted Instruction

Component	Grade Levels	Description
English Language Learners and Newcomer supports	K-12	Development of the Newcomer program K-12 with school sites. Intentional supports for Newcomers and ELs as they demonstrate readiness under a gradual release model.
Student Improvement Plans	K-5	Supports for IEPs and Extended-Learning Services, Individualized Education Plan adjustments, etc. Expansion of IRIP plans K-5 as well as 6-12 possibilities explored.
Child Study Team Process	K-12	Child Study Team Process- Review school-wide data monthly to assess any learning loss, recommend strategies, supports, programs, and related services to meet students' educational needs. Progress monitor all interventions to determine the best ways to accelerate the learning of students. Resources: Summer Learning Planning Guide KPS Child Study Team Manual
Elementary Intervention/Enrichment Block	K-5	A modified elementary schedule to identify a time in the day that can be allotted for intervention and enrichment activities. All buildings will plan a specific time for intervention/enrichment.
Secondary Intervention/Enrichment Block	6-12	Embed in the middle/high school schedule; targeted academic support, social emotional learning, and progress monitoring. Teachers will receive support and training on how to best utilize this time.
High School Expansion in School Credit Recovery Programming	9-12	Increase the number of credit recovery sections available during the school day. Highly qualified teachers in each core content area will facilitate the courses.
Updates to the Critical Competencies and determine levels of proficiency (Math)	K-8	Ongoing revision of critical competencies based on research related to high priority standards and created descriptions for the four levels of proficiency Resources: Planning for Post Covid - Student Re-Engagement Covid-19 Competency-Based Education

		Achieve the Core Priority Standards 2020-21
Update to the curriculum, including pacing charts (Math)	K-8	Annual review and adjustment to pacing charts to identify high-priority lessons and link resources for tier 1, intervention and enrichment. Resources: NCTM Moving Forward: Mathematics Learning in the Era of Covid-19 Achieve the Core Priority Standards 2020-21 Achieve the Core Focus by Grade Level
Provide Guidance for the Structure of the Intervention Block and Intervention/Enrichment Guides (Math)	K-5	Ongoing updates to identified best practices for the intervention block and link resources, activities, and lessons in the intervention and enrichment guides. Resources: NCTM Moving Forward: Mathematics Learning in the Era of Covid-19 Planning for Post Covid - Student Re-Engagement MiMTSS Practice Profile
Implement New Core High School Materials	9-11	Adopted new Algebra, Geometry, Algebra II resources, manage the delivery and distribution, develop pacing charts, assessments, and provide professional development. Resources: Edreports High School Math Materials Comparison High School Core Math Adoption Process
Update ELA, social studies, and writing pacing guides and report cards	K-12	Annual updates to district pacing guides to reflect core competencies/standards. Include links to appropriate resources for whole group instruction, intervention, and enrichment when applicable. Report cards will be updated to determine proficiency within core competencies/standards. Resources: Achieve the core - 2020/21 instructional guidance Intensifying literacy instruction: Essential practices, 2020 Reading as liberation: An examination of the research base
Provide guidance for the structure of intervention and enrichment during the school day (ELA)	K-5	Develop best practices for enrichment and intervention. Link resources, activities, and lessons in the intervention and enrichment guides as necessary and appropriate. Resources:

		Intensifying literacy instruction: Essential practices, 2020 Evidence-based literacy interventions to support young learner during and after covid-19
Exploration of new ELA Resources	K-5	Explore elementary and high school resources for ELA instruction which best support equity and individualized instructional practices. Resources: Rationale for need KPS Timeline & Process
Read 180	6	Updated Read 180 course at the middle school level. Integrate ELA content reflective of text annotations, note-taking, and process writing. Resources: Covid-19 early literacy loss: Strategies for state Reading as liberation: An examination of the research base
Special Education Classes	6-12	Additional resource classes (or study skills and supports) For specialized instruction based on IEP goals additional support in GE classes. Bring KPS into compliance with Continuum of Services and address lost SE instructional time. Resources: The Path Forward Strategic Action Plan LCISD Determining Course of Study
Special Education Expansion	K-12	Expansion of Unique Learning System, N2Y, and SymbolStix to include all ASD classrooms, Functional Skills Classrooms, ECSE Kinder and Behavioral Classrooms. Extended Learning for SWD.
After School Credit Recovery	9-12	All high school buildings will offer an after-school program for students that need to make up credits through GradPoint. The program will be staffed by a highly qualified teacher or teachers depending on class size - similar to how GradPoint is supported throughout the school day.
Expansion of Summer Readiness (2021 and 2022)	K-12	Demographic targeted and expansion of programming beyond a traditional "Summer School" program. Additional ancillary staff and community partners delivering an engaging recovery of lost learning. Resource: Summer School 2021 Covid Pandemic Kids Education

K-12 Virtual Learning Program	K-12	The Kalamazoo Virtual Learning Path (KVLP) is a Kindergarten-5th grade program built for student success in a both synchronous and asynchronous learning environment. KVLP is built on the Edmentum Calvert Learning Platform along with KPS teacher support. KRESA Flexible Learning Experience (KFLEx) is a joint program of the Kalamazoo Public Schools and theThe Kalamazoo Regional Educational Service Agency which services 6-12 grade students in a dynamic project based learning environment focused on the 4 core areas as well as career awareness and traditional electives. KFLEx is built on the Accelerate Learning platform and has both synchronous and asynchronous learning environments. Resource: KPS Virtual Learning Path 2021-2022 School Year Town Halls
Secondary 1:1 Device Roll Out	6-12	Building upon the increased technology use by teachers and pupils, all students in grades 6-12 will have a Chromebook that they will use in and out of school. Resource: How Covid-19 is Shaping Tech Use
Elementary Classroom Chromebooks	K-5	The pre-Covid standard was at least 10 Chromebooks in K-3 rooms and classroom sets for 4th and 5th. Due to the increased expertise and intervention/enrichment, we will be resetting our elementary schools with 15 Chromebooks in every K-2 classroom and classroom sets for all 3rd-5th grade classrooms.

Leveraging Community Partnerships

<i>Component</i>	<i>Grade Levels</i>	<i>Description</i>
Tutoring Support Programming	K-12	Communities in Schools of Kalamazoo will coordinate 800+ volunteers for small groups and 1:1 academic tutoring. Training will occur to support new and veteran tutors on KPS curriculum resources. HS students may also 'apply' for Literacy Buddies via CIS. Western Michigan University as well as Kalamazoo College will also support tutoring programs.
KPS Virtual	6-12	KPS Virtual

		Resources: KPS Virtual Learning Path 2021-2022 School Year Town Halls
"Real Careers, Real Talk" Lecture Series	6-12	In partnership with local businesses and KRESA, Kalamazoo Public Schools will host guests from numerous different
Career Work	6-12	The district continues to develop the goal of career awareness, exploration, and development in the middle years. A new software program was implemented this year and other plans are in place for the future to offer onsite opportunities for students and additional support specific to career development.
Mentoring Programs	3-12	The district uses mentors to help students to connect to learning. Mentors come from all areas of the community and are matched to students in the schools to provide a meaningful relationship.
Digital Access For All (DAFA) Partnership	K-12	Community collaboration between Kalamazoo Public Schools, Kalamazoo Promise, City of Kalamazoo, Kalamazoo Public Library, Kalamazoo Community Foundation, Kalamazoo Literacy Council, KYDNet, Kalamazoo Regional Service Agency, and Western Michigan University ensures that all students have reliable internet access at home.
Families In Need		Kalamazoo Gospel Mission, YWCA, Step-UP (ISK), Partners in Housing, Ministry with Communities, Continuum of Care (United Way), 211, Legal Aid of Southwest MI, First Day Shoe, Warm Kids Warm Coats, CenterPoint Church, El Concilio, Deacon's Closet, HRI, The Ark, Catholic Charities, Kalamazoo Public Library, Goodwill
Adult Students and Families		ReBok of Michigan Works, Goodwill, El Concilio, YOU of KRESA, On Staff, NACD, Kalamazoo Community Foundation
Current Community Supports	K-12	The Kalamazoo community is very gracious to the district in supporting students. There are a number of ongoing supports that are greatly appreciated including: First Day Shoe Fund, Beyond the Backpack even, Free 3 month YMCA event, Registration in the Park, KRESA Career Exploration events, KydNet and Learning Hubs, Kalamazoo Public Library initiatives (first grade trips to the library, First Saturday of the Month, and summer reading programs), Kalamazoo Promise (kindergarten signing, career coaches, and other support), SLD Center, and others.
Goodwill Industries	PK-5	Summer Reading partners Independent Summer Reading Program partnership. Since 2009, Goodwill has helped distribute approximately 28,000 books to rising 3rd, 4th, 5th, and 6th graders each summer. Since 2020, Goodwill has distributed approximately 3,000 books to rising kindergarten, 1st, and 2nd graders each summer.

Communities In Schools Kalamazoo Programming	K-12	Communities In Schools Kalamazoo (CIS-K) continues to provide supports to students in most of the KPS schools. After school tutoring and care, connection to medical and dental health needs, and mental health supports are provided through the CIS-K staff.
Summer Camp/Early Fall Experiences	4-6	The district is offering additional camp experiences this summer and next fall to address the social emotional needs of students as well as develop leadership opportunities for students. The Y Sherman Lake and Pretty Lake Camp are actively involved in the planning of the upcoming events.
Summer Programming Partnership with Community Organizations	K-8	The elementary summer program included partnerships with community organizations to provide programming and support for K-8 participants. The community partners included the following Kalamazoo Marvelous Music, RAWK, Sherman Lake YMCA, Kalamazoo YMCA, KRESA Education for the Arts, KRESA Career Awareness and Exploration Team, MiTRADE, MISTEM, Michigan Colleges Alliance, Kalamazoo Promise, & East Side Youth Strong STEAM Academy.
Career Launch Kalamazoo		In partnerships with KVCC and The Kalamazoo Promise, KPS students in grade 11th-12th can participate in Pre-Apprenticeship and Apprenticeship opportunities with local employers in the community in critical occupation areas such as IT, Manufacturing, Education, Skilled Trades, and Business Services. Students attend KVCC for their related skills instruction. The City of Kalamazoo, community, educational, and employer partners are part of this workforce development and community development Initiative.
Teach Kalamazoo		In partnership with KVCC and WMU, KPS is leading Teach Kalamazoo, a “Grow Your Own” teacher initiative that will provide several pathways that students can take into the teaching career pathway. Future Teacher Scholars students can start taking educational courses as early as 6th grade. Teach Kalamazoo also provides a variety of pathways and programs for adults interested in teaching to enter the field of teaching.

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