



# **District Improvement Plan**

## **Godfrey-Lee Public Schools**

Mr. David Britten, Superintendent  
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Wyoming, MI 49509-1466

# TABLE OF CONTENTS

Introduction .....	1
<b>Executive Summary</b>	
Introduction .....	3
Description of the School System .....	4
System's Purpose .....	5
Notable Achievements and Areas of Improvement .....	6
Additional Information .....	7
<b>Improvement Plan Stakeholder Involvement</b>	
Introduction .....	9
Improvement Planning Process .....	10
<b>District Additional Requirements Diagnostic</b>	
Introduction .....	12
District Additional Requirements Diagnostic .....	13
<b>District Improvement Plan 2013-2018 (Year 4: 2016-2017) Edited June 2016</b>	
Overview .....	17
Goals Summary .....	18
Goal 1: All students will be proficient in mathematics .....	19
Goal 2: All students will be proficient in reading .....	23
Goal 3: All students will be proficient in science .....	27

Goal 4: All students will be proficient in writing . . . . .	30
Goal 5: All students will be proficient in social studies . . . . .	31
Goal 6: All parents will develop the skills and knowledge to assist their children toward academic success. . . . .	33
Goal 7: All professional staff will develop the skills and knowledge to assist students toward academic success. . . . .	34
Activity Summary by Funding Source . . . . .	42
Activity Summary by School . . . . .	54

## **Introduction**

The District Improvement Plan (DIP) has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

# **Executive Summary**

## **Introduction**

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School System**

**Describe the school system's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school system serves?**

Godfrey-Lee Public Schools is a 1.6 square mile district serving 1,960 students in the northern section of Wyoming, Michigan. In existence since 1857, it is bordered by Wyoming Public Schools, Grand Rapids Public Schools, and Grandville Public Schools. The district has grown by nearly 400 students since the turn of the 21st century. The largest growth comes from our participation in the Kent County Schools-of-Choice program. Approximately one-fourth of our students are non-residents seeking a small, family-focused public school district. Over 70% of our student body are of Hispanic heritage representing a vast array of Caribbean, Central, North, and South American cultures. The remaining portion is evenly divided between African-American and Caucasian. The district serves a community where more than 38% of children ages 5-17 are living in poverty. Transiency in and out of the district is high and access to learning resources outside of school is minimal. The district has the second highest percentage of limited English proficient students in the State of Michigan.

## **System's Purpose**

**Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.**

Vision: Godfrey-Lee Public Schools will provide the comprehensive, innovative and creative instructional programs that prepare each learner to succeed in a global society.

Mission: The Godfrey-Lee mission is to prepare each student for college and career in a 21st century global community.

Beliefs: We believe that all students can achieve high standards when given sufficient time and support. We also believe that we have a very difficult challenge before us to ensure that each and every one of our students meets these high standards, but that we have the tools and assets necessary for their success.

We believe that our teachers are the designers and leaders of the critical learning experiences that engage our students in the right work necessary to achieve high standards. We also believe that there is real power in collaboration and that we are better as a whole when we take advantage of our collective talent and experience when designing learning experiences.

We believe that if we are truly focusing on aligning what we teach and creating more engaging work for our students, the test scores will take care of themselves and will be but one important indicator of our success with each and every student.

We believe that effort affects learning outcomes at least as much as intellectual ability, and that it is our utmost duty to engage all of our students in the work. While this is our most difficult task, it is the most important.

We believe that we can continue creating the environment that will take our district to unprecedented heights.

We believe that Godfrey-Lee has the finest team of educators in Michigan and that the administration and support staff around them are second to none.

We believe that design principles can be used effectively to build on/up the strengths of our students, our staff, and our community.

We have a common purpose and a gifted staff, and together with a common language about learning, time created for collaboration, teacher-driven staff development, decision making based on student performance data, focused and aligned building improvement plans, and steadfast school board and community support, the sky is the limit!

## **Notable Achievements and Areas of Improvement**

**Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.**

In recent history, the district's Early Childhood Center (K-2) has had the honor of being designated both a "Beating the Odds" school and a Michigan Rewards School. Lee High School has also designated a Michigan Rewards School for academic improvement and closing gaps, a notable achievement given that the school was on the state's PLA listing in 2010. The high school used significant federal SIG funding to effectively transform teaching and learning. The district is the only district-wide community schools system in this area with Kent School Services Network providing wrap-around services to students in all of our school buildings addressing truancy, poverty, health and other achievement-related problems. The district is focusing on improvement in STEM-related areas, addressing the learning needs of LEP students, and expanding our innovative use of technology to provide extended learning opportunities. Godfrey-Lee also has proudly maintained a full art, music, and physical education curriculum in the elementary grades.

We are currently working to apply design principles to every aspect of our work.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

Funding issues continue to require us to make difficult decisions regarding courses and staffing. We strive to create a rich, integrated, personalized learning experience for each student each day, despite the challenges of funding shortfalls.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

The MAC Team (Make a Change), our District Improvement Team, monthly administrative leadership team meetings, executive cabinet meetings, and Board/Administrator work sessions, Title I Annual Meeting, parent and student feedback provided through surveys, and building school improvement teams all provide data and input that is used to create a plan for district improvement. Stakeholders on MAC volunteered or were selected by building administrative and teacher leadership. Meetings that include parents were scheduled at a time most convenient for most families, as determined by a communications survey, and many district meetings that recurred were held on different days of the week, making it easier for stakeholders to participate and not miss the same days of instruction multiple times.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

The Assistant Superintendent provided overall leadership assisted by building principals and contracted coaching staff; department directors contributed support in their respective areas (i.e., student services, finances, technology, ELL, parent involvement, etc.); Board of Education members provided a policy perspective on goals and objectives as well as input during a work session; teacher leaders provided a classroom and learning perspective on specific strategies and activities; parents provided input through surveys, and participation in district improvement efforts (MAC [Make a Change] Team) and conversations. In 2015-2016, the process was co-chaired by the Assistant Superintendent and two teacher leaders, one from the elementary level and one from the secondary level.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

The final improvement plan is posted to the district website and conveyed through district-wide social networking, Superintendent's blog, and the print version of the district newsletter. Specific goals, strategies and activities are presented to parents face-to-face in back-to-school activities and parent/teacher conferences. A Goals and Plans document is produced and made available to parents.

# **District Additional Requirements Diagnostic**

## **Introduction**

This diagnostic contains certification requirements for Michigan districts. This diagnostic must be completed by all districts.

## District Additional Requirements Diagnostic

This diagnostic contains certification requirements for Michigan districts. This diagnostic must be completed by all districts.

Label	Assurance	Response	Comment	Attachment
	The District School Improvement Team reviews the CIMS data.	No	We look at disaggregated data as part of our review process. Data for students with disabilities is part of this review.	

Label	Assurance	Response	Comment	Attachment
	CIMS data is used to prepare our District Improvement Plan.	Yes		

Label	Assurance	Response	Comment	Attachment
	The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).	Yes		

Label	Assurance	Response	Comment	Attachment
	The district has a process to monitor adult and student use of the internet.	Yes	Board policies, administrative guidelines, student handbooks, and training for teachers and students support this requirement. Monitoring is done by administrative and technology team members.	

Label	Assurance	Response	Comment	Attachment
	The district has an Internet Safety Policy in place.	Yes	Staff, students and parents sign an "Allowable Use" form.	

Label	Assurance	Response	Comment	Attachment
	The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
	The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.	Yes		

**District Improvement Plan**

Godfrey-Lee Public Schools

Label	Assurance	Response	Comment	Attachment
	The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes," specify the needs in the comments section.	Yes	The district plans and conducts Rebel U each year to provide teacher training in technology; the district employs a highly-qualified full-time technology and curriculum integration specialist for job-embedded and group training support. We also use lessons from the Common Sense Media toolkit for safety and technology use at school and home. We participate in state assessment pilots. All of this was used to determine that we are in need of additional hardware at the elementary levels. Professional learning regarding blended learning and use of technology is provided.	

Label	Assurance	Response	Comment	Attachment
	The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes," specify the actions in the comments section.	Yes	A Tech and Media Integration Specialist helps teachers integrate technology into learning. District-wide PD called Rebel U gives all access to teacher-created strategies for learning. The district supports technology learning through the use of district and Title II funds for such PD. The actions expected are to move teachers along in their understanding and practice, using the SAMR model as a guide.	

Label	Assurance	Response	Comment	Attachment
	The district adjusts its curriculum to include technology literacy for all students.	Yes	We employ a full-time technology and media integration specialist to ensure that all students experience digital learning and are literate in digital environments.	

Label	Assurance	Response	Comment	Attachment
	The district adjusts its instructional program to promote technology literacy. If "yes," specify the adjustments in the comments section.	Yes	The district provides computer science, technology, internet safety, blended learning, and online learning.	

**District Improvement Plan**

Godfrey-Lee Public Schools

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If "yes," list the name, position, address and telephone number of the employee in the comments section.	Yes	Mrs. Jane Dykhouse Director of Student Services 1324 Burton Street SW Wyoming, Michigan 49509 616-241-4722	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	The District has a District Board Policy that is related to Parent Involvement.	Yes	All Title I schools have approved parent involvement plans. The Board also contracts for wrap-around community schools services through the Kent School Services Network and employs Title III community liaisons and general fund translators and interpreters to support higher levels of parent involvement.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	The District has additional information necessary to support your improvement plan.	Yes		

# **District Improvement Plan 2013-2018 (Year 4: 2016-2017) Edited June 2016**

## Overview

### Plan Name

District Improvement Plan 2013-2018 (Year 4: 2016-2017) Edited June 2016

### Plan Description

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be proficient in mathematics	Objectives: 2 Strategies: 4 Activities: 6	Academic	\$482000
2	All students will be proficient in reading	Objectives: 1 Strategies: 4 Activities: 10	Academic	\$562000
3	All students will be proficient in science	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$134000
4	All students will be proficient in writing	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$79000
5	All students will be proficient in social studies	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$69000
6	All parents will develop the skills and knowledge to assist their children toward academic success.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$55000
7	All professional staff will develop the skills and knowledge to assist students toward academic success.	Objectives: 4 Strategies: 8 Activities: 9	Organizational	\$124000

## Goal 1: All students will be proficient in mathematics

### Measurable Objective 1:

40% of All grade Economically Disadvantaged and English Learners students will demonstrate a proficiency in number fluency and math reasoning in Mathematics by 06/29/2018 as measured by annual state assessments and common assessments.

### (shared) Strategy 1:

Math Coach - Math Coach will consult with teachers on curriculum, instruction, and assessment to assist in alignment and individualization of instruction. Push-in support, coaching, and the use of Classroom Learning Labs (CLL) will be supported.

Category: Mathematics

Research Cited: "How to be a wise consumer of coaching: Strategies teachers can use to maximize coaching's benefits" (Yopp, Burroughs, Luebeck, Heidema, Mitchell, Sutton). Journal of Staff Development, 32(1), February 2011, pp 50-53.

Tier: Tier 1

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cognitive coaching and instructional guidance will be provided. Schools: Godfrey-Lee Early Childhood Ctr., Lee Middle School, Godfrey Elementary School	Professional Learning	Tier 1	Implement	07/01/2013	08/31/2018	\$50000	Title I Part A	Math Coach Asst. Superintendent Teaching, Learning, Accountability Teachers Administrators

### (shared) Strategy 2:

Extended Learning Time - Students most at risk of not achieving grade level standards are identified using local assessments and M-Step. These students are recommended for extended learning time during the summer and during the school year.

Category: Learning Support Systems

Research Cited: Cooper, H. (2003). Summer Learning Loss: The Problem and Some Solutions. ERIC Clearinghouse on Elementary and Early Childhood Education.

Champaign, IL: ERIC Frazier, J. A., & Morrison, F. J. (1998). The Influence of Extended-Year Schooling on Growth of Achievement and Perceived Competence in Early Elementary School. Child Development, 69(2), 495-517

Cooper, H., Nye, B., Charlton, K., Lindsay, J., & Greathouse, S. (1996). The effects of summer

**District Improvement Plan**

Godfrey-Lee Public Schools

vacation on achievement test scores: A narrative and meta-analytic review. Review of Educational Research, 66, 227-268.

Tier: Tier 1

Activity - Programs to Extend Learning Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer learning and after-school programs, including staffing and materials and supplies, will be provided to students at risk of not achieving grade-level standards in core content areas. Programs for English Language Learners will be targeted to their needs and staffed by EL-certified teachers. Funds for students without homes will be allocated to support learning.  Schools: All Schools	Academic Support Program			06/16/2014	08/31/2018	\$59000	Title III, Title I Part A	Teachers Administrators McKinney-Vento Coordinator

**Measurable Objective 2:**

40% of All Students will demonstrate a proficiency in solving problems using mathematical operations in Mathematics by 06/30/2017 as measured by annual state assessments and common assessments.

**Strategy 1:**

Mathematics Language Instruction - Schools will improve mathematics instruction by focusing on academic language in the math classroom at all grade levels. While this is primarily a strategy directed towards the district's high rate of ELL/LEP students, it is also an effective strategy for low-income and students living in poverty.

Category: Learning Support Systems

Research Cited: Preparing All Teachers to Meet the Needs of English Language Learners: Apply Research to Policy and Practice for Teacher Effectiveness. Center for American Progress.

Tier: Tier 1

Activity - Using academic language in daily mathematics instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## District Improvement Plan

Godfrey-Lee Public Schools

<p>Teachers will utilize structured and planned talks in math classes to increase mathematics language skills of ELL and non-ELL students. Teachers of mathematics at all grade levels will identify language objectives alongside content objectives in their daily lesson plans. Principals will monitor, assess and provide feedback on language objectives. Language objectives may revolve around direct instruction of the meaning of particular academic vocabulary words, academic English structures common to mathematics and/or the lesson in particular, or language functions such as explaining, solving, and discussing.</p> <p>Teachers will plan for structured discussions during math instruction that provide students the opportunity to explain their thinking and reasoning (think-aloud) as well as their understanding of particular problems, strategy use, concepts, and solutions.</p> <p>Teachers will build in classroom and grade-level assessments of students' understanding of concepts and problem-solving approaches, and evolving language and mathematic skills.</p> <p>Schools: All Schools</p>	Direct Instruction	Tier 1	Implement	09/03/2013	08/31/2018	\$15000	Title II Part A, Section 31a	Building principals, district mathematics coach/interventionist, district ELL coordinator, teachers
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Activity - Paraprofessionals and Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Support for math instruction will be directed by teachers and coordinator and provided by paraprofessionals and interventionists to target instruction and provide assistance to students at risk of not meeting grade level standards. Supplies and materials will be provided.</p> <p>Schools: East Lee Campus, Godfrey-Lee Early Childhood Ctr., Lee Middle School, Godfrey Elementary School</p>	Academic Support Program	Tier 2	Monitor	09/03/2013	08/31/2018	\$290000	Title I Part A	Paraprofessionals Interventionists Teachers Math Coach Administrators

Activity - Supplemental Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Resources such as IXL and ST Math will be used to supplement instruction.</p> <p>Schools: All Schools</p>	Materials	Tier 2		09/06/2016	08/31/2018	\$8000	Title I Part A	Teachers Administrators

### Strategy 2:

Use of Formative Assessment - Teachers will improve on the use of formative assessment in the mathematics classroom to inform teaching and learning.

Successmaker will be used at the K-2 level. Explore Learning will be used at the 3-5 level. Local assessments will be used at the secondary level.

Category: Learning Support Systems

**District Improvement Plan**

Godfrey-Lee Public Schools

Research Cited: Best Practice by Zemelmans (2010)

"Assisting students struggling with mathematics" by What Works Clearinghouse (2009)

Common Formative Assessments by The Leadership and Learning Center (2008)

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn to effectively utilize video streaming and blended learning, along with classroom and grade-level assessments, as a formative tool to analyze student work resulting in differentiated and personalized learning environments for math problem-solving instruction.  Schools: All Schools	Professional Learning	Tier 1		07/01/2014	08/31/2018	\$60000	Title II Part A, Title I Part A	Building principals, teachers, math coach, district technology team, Asst. Supt. TLA

**(shared) Strategy 3:**

Math Coach - Math Coach will consult with teachers on curriculum, instruction, and assessment to assist in alignment and individualization of instruction. Push-in support, coaching, and the use of Classroom Learning Labs (CLL) will be supported.

Category: Mathematics

Research Cited: "How to be a wise consumer of coaching: Strategies teachers can use to maximize coaching's benefits" (Yopp, Burroughs, Luebeck, Heidema, Mitchell, Sutton). Journal of Staff Development, 32(1), February 2011, pp 50-53.

Tier: Tier 1

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cognitive coaching and instructional guidance will be provided.  Schools: Godfrey-Lee Early Childhood Ctr., Lee Middle School, Godfrey Elementary School	Professional Learning	Tier 1	Implement	07/01/2013	08/31/2018	\$50000	Title I Part A	Math Coach Asst. Superintendent Teaching, Learning, Accountability Teachers Administrators

**(shared) Strategy 4:**

Extended Learning Time - Students most at risk of not achieving grade level standards are identified using local assessments and M-Step. These students are

SY 2015-2016

Page 22

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recommended for extended learning time during the summer and during the school year.

Category: Learning Support Systems

Research Cited: Cooper, H. (2003). Summer Learning Loss: The Problem and Some Solutions. ERIC Clearinghouse on Elementary and Early Childhood Education. Champaign, IL: ERIC Frazier, J. A., & Morrison, F. J. (1998). The Influence of Extended-Year Schooling on Growth of Achievement and Perceived Competence in Early Elementary School. *Child Development*, 69(2), 495-517

Cooper, H., Nye, B., Charlton, K., Lindsay, J., & Greathouse, S. (1996). The effects of summer vacation on achievement test scores: A narrative and meta-analytic review. *Review of Educational Research*, 66, 227-268.

Tier: Tier 1

Activity - Programs to Extend Learning Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer learning and after-school programs, including staffing and materials and supplies, will be provided to students at risk of not achieving grade-level standards in core content areas. Programs for English Language Learners will be targeted to their needs and staffed by EL-certified teachers. Funds for students without homes will be allocated to support learning.  Schools: All Schools	Academic Support Program			06/16/2014	08/31/2018	\$59000	Title III, Title I Part A	Teachers Administrators McKinney-Vento Coordinator

## Goal 2: All students will be proficient in reading

### Measurable Objective 1:

60% of Economically Disadvantaged and English Learners students will demonstrate a proficiency in reading fluency and comprehension of informational text in English Language Arts by 06/29/2018 as measured by local and annual state assessments.

### Strategy 1:

Literacy instruction in content areas - Schools will improve and strengthen direct literacy instruction across all content areas for ELL/LEP, low-income, and other students. MAISA will be used as a common curriculum.

Category: English/Language Arts

Research Cited: Preparing all Teachers to Meet the Needs of English Language Learners: Applying Research to Policy and Practice for Teacher Effectiveness. Samson and Collins. Center for American Progress (2012); *The Art & Science of Teaching* by Marzano (2007); *Making Content Comprehensible for English Learners* by Echevarria, Vogt & Short (2008)

Tier: Tier 1

## District Improvement Plan

Godfrey-Lee Public Schools

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will utilize Early-Release Collaboration Days and other opportunities for professional learning, planning and collaboration to guide literacy instruction at each grade level. This will include SIOP training. All teachers will learn to plan and conduct increasingly complex learning activities designed to introduce and develop sophisticated vocabulary knowledge. Principals will monitor such activities through review of lesson designs, walk-throughs and direct observations. PD will be provided by the ISD and through a variety of professional organizations. Cognitive coaching will be used to help all teachers reflect on their literacy practices.</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Evaluate	07/01/2014	08/31/2018	\$20000	Title I Part A, Title II Part A	Building principals, reading coordinators, district ELL coordinator, grade-level and department teacher leaders, ISD personnel, and trainers
Activity - SIOP Training for Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district will continue to support training all teachers in use of SIOP techniques.</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Monitor	07/01/2014	08/31/2018	\$20000	Title III, Title I Part A	Assistant Superintendent for Teaching, Learning and Accountability; ELL coordinator; building principals
Activity - EL Certification	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Tuition reimbursement will be offered to teachers who wish to pursue a bilingual/EL endorsement.</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1		07/01/2016	08/31/2018	\$30000	Title III	Teachers Business Manager Asst. Supt.
Activity - Field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Field trips to support language development as part of a high-quality language instruction program will be provided.</p> <p>Schools: All Schools</p>	Field Trip	Tier 2	Implement	09/06/2016	08/31/2018	\$1000	Title III	Teachers Administrators

## District Improvement Plan

Godfrey-Lee Public Schools

### Strategy 2:

Direct Instruction of Reading - The district and schools will utilize an MTSS approach and Scholastic reading interventions to target specific students for reading/literacy/language improvement. Personnel will be hired to fill this need.

Category: English/Language Arts

Research Cited: Response to Intervention: Research for Practice by Griffiths, Parsons, Burns, Vanderheyden & Tilley (2007)

Compendium of Read 180 Research by Scholastic (2011)

Tier: Tier 3

Activity - Targeted/blended reading instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using SRI, state, and other data, students will be identified for intensive, daily direct reading instruction through the READ 180/System 44 blended learning models and other targeted interventions.  Schools: All Schools	Direct Instruction	Tier 1	Implement	07/01/2013	08/31/2018	\$200000	Title I Part A	Building principals, reading coordinators, reading teachers

Activity - Supplemental Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Materials, computers, and software will be purchased to supplement general fund-provided materials and assist English learners and all at-risk students in meeting content area and language goals. Materials such as IXL, Brain Pop, Read Naturally, Phonics for Reading, and Learn 360 will be used. EL Materials include Raz-Kids, grammar workbooks, Imagine Learning, Mango, Mondo.  Schools: All Schools	Materials	Tier 2	Implement	09/08/2015	08/31/2018	\$15000	Title III	Teachers Administrators

Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative assessment using local assessments and programs such as Successmaker, READ180, etc. will be used to develop individual paths for student success.  Schools: All Schools	Academic Support Program	Tier 1	Implement	09/06/2016	08/31/2018	\$15000	Title I Part A	Teachers Reading Coordinators Administrators

### Strategy 3:

Literacy Coordinator - Literacy Coordinators, Coaches, and Specialists will assist K-5 teachers with MTSS strategies to help students at risk of not meeting grade level benchmarks in reading by coaching teachers in ways to differentiate and target instruction, through push-in assistance, co-teaching, and classroom learning lab (CLL)

**District Improvement Plan**

Godfrey-Lee Public Schools

approaches. MDE is providing a .25 Early Literacy Coach to assist with K-3 instruction as well.

Category: Learning Support Systems

Research Cited: Coggins, C., Stoddard, P., & Culter, E. (2003). Improving instructional capacity through school-based reform coaches. Center for Research on the Context of Teaching, Stanford University & Bay Area School Reform Collaborative. EA 032 650, ED 478 744.

Tier: Tier 1

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy Coordinator will assist teachers in strategies to help K-5 students at risk of not meeting grade level benchmarks by coaching in ways to differentiate and target instruction. Classroom Learning Labs and formative assessment will be used to inform decisions and aid reflection.  Schools: Godfrey-Lee Early Childhood Ctr., Godfrey Elementary School	Professional Learning	Tier 1		08/26/2013	08/31/2018	\$26000	Title I Part A	Literacy Coordinator Administrators Asst. Sup. for Teaching, Learning, and Accountability

Activity - Paraprofessionals and Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support for reading instruction will be directed by teachers and coordinator and provided by paraprofessionals and interventionists to target instruction and provide assistance to students at risk of not meeting grade level standards. Supplies and materials will be provided. Summer and school year programs will be supported.  Schools: East Lee Campus, Godfrey-Lee Early Childhood Ctr., Lee Middle School, Godfrey Elementary School	Academic Support Program	Tier 2		09/03/2013	08/31/2018	\$176000	Title III, Title I Part A	Literacy Coordinator Teachers Paraprofessionals Interventionists Administrators

**Strategy 4:**

Extended Learning Time - Students most at risk of not achieving grade level standards are identified using local assessments and state assessments. These students are recommended for extended learning time during the summer and school year.

Category: Learning Support Systems

Research Cited: Cooper, H. (2003). Summer Learning Loss: The Problem and Some Solutions. ERIC Clearinghouse on Elementary and Early Childhood Education. Champaign, IL: ERIC Frazier, J. A., & Morrison, F. J. (1998). The Influence of Extended-Year Schooling on Growth of Achievement and Perceived Competence in Early Elementary School. Child Development, 69(2), 495-517 Cooper, H., Nye, B., Charlton, K., Lindsay, J., & Greathouse, S. (1996). The effects of summer vacation on achievement test scores: A narrative and meta-analytic review. Review of Educational Research, 66, 227-268.

**District Improvement Plan**

Godfrey-Lee Public Schools

Tier: Tier 3

Activity - Programs to Extend Learning Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer learning and after-school programs including staffing and materials and supplies, will be provided to students at risk of not achieving grade-level standards in core content areas. Programs for English Language Learners will be targeted to their needs and staffed by EL-certified teachers and paraprofessionals. Funds for students without homes will be allocated to support their learning.  Schools: All Schools	Academic Support Program	Tier 3	Monitor	07/01/2014	08/31/2018	\$59000	Title I Part A, Title III	McKinney-Vento Coordinator Teachers Administrators Literacy Coordinator

**Goal 3: All students will be proficient in science****Measurable Objective 1:**

40% of Third, Fourth, Fifth, Sixth, Seventh, Eighth and Eleventh grade students will demonstrate a proficiency in science content areas in Science by 08/31/2018 as measured by local and annual state assessments..

**Strategy 1:**

Align and review curriculum - Teachers will collaborate to fully review and align curriculum, instruction and local assessments with state standards as measured by state assessments.

Category: Science

Research Cited: A Conceptual Framework in the Understanding of Science Education (ED500513), by Yurumezoglu, Kemal; Oguz, Ayse Pub Date: 2008-03-01  
www.eric.ed.gov

Argumentation: The Language of Science (EJ849708) by Tippett, Christine, Journal of Elementary Science Education, v21 n1 p17-25 Win (2009) www.eric.ed.gov

Tier: Tier 1

Activity - Professional Learning & Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**District Improvement Plan**

Godfrey-Lee Public Schools

<p>Collaborative department and grade-level groups will meet regularly throughout the school year and into the summer to identify, analyze and align the curriculum, instruction and assessment data for improvements. KISD consultants will also be utilized to make improvements.</p> <p>Schools: All Schools</p>	<p>Professional Learning</p>	<p>Tier 1</p>		<p>08/27/2013</p>	<p>08/31/2017</p>	<p>\$10000</p>	<p>Other, Title II Part A</p>	<p>Assistant Superintendent for Teaching, Learning and Accountability, building principals, department and grade-level teachers, science teachers, leadership coach</p>
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**Strategy 2:**

Strengthen Scientific Inquiry Skills - Outdoor learning collaborations will be conducted with WMEAC, Groundswell, Blandford Nature Center, etc. Teachers will purposely plan and conduct science learning units and activities that (1) help students understand the basic aspects of scientific inquiry, (2) provide opportunities to practice and refine critical thinking skills, and (3) embed an understanding of the purpose of scientific research through practice and reflection.

1: Inquiring Minds - Engage: Students become engaged in the process of scientific inquiry.

2: Working with Questions - Explore: Students consider what makes questions scientifically testable. Students gain a common set of experiences upon which to begin building their understanding.

3: Conducting a Scientific Investigation - Explain/Elaborate: Students conduct an investigation in the context of a community, state or national problem. They propose possible sources of the problem and describe how they might confirm or refute these possibilities.

4: Pulling It All Together- Evaluate: Students deepen their understanding of scientific inquiry by performing their own investigation and evaluating one performed by another student.

Category: Science

Research Cited: Doing Science: The Process of Scientific Inquiry, National Institute of General Medical Sciences (National Institute of Health), NIH Publication No. 05-5564, ISBN: 1-929614-20-9, Retrieved at [http://science.education.nih.gov/supplements/nih6/inquiry/guide/nih\\_doing-science.pdf](http://science.education.nih.gov/supplements/nih6/inquiry/guide/nih_doing-science.pdf)

Tier: Tier 1

Activity - Professional Learning & Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## District Improvement Plan

Godfrey-Lee Public Schools

Teachers will collaboratively learn how to develop and conduct science lessons based on scientific inquiry, use these lessons to improve student learning, and evaluate the effectiveness of the lessons through assessment, data collection, analysis and reflection. Local agencies such as Blandford Nature Center, WMEAC, Groundswell will partner with us to provide PD.  Schools: All Schools	Professional Learning	Tier 1	Implement	07/01/2014	08/31/2018	\$60000	Title II Part A, Other	Asst. Supt. TLA, building principals, science department chair, K-12 science curriculum team, science teachers, technology team
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Activity - Supplemental Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Resources such as IXL will be purchased to supplement science instruction.  Schools: All Schools	Materials	Tier 2	Implement	09/06/2016	08/31/2018	\$5000	Title I Part A	Teachers Administrators

### Strategy 3:

Extended Learning Time - Students most at risk of not achieving grade level standards are identified using local assessments and state assessments.

Category: Learning Support Systems

Research Cited: Cooper, H. (2003). Summer Learning Loss: The Problem and Some Solutions. ERIC Clearinghouse on Elementary and Early Childhood Education.

Champaign, IL: ERIC Frazier, J. A., & Morrison, F. J. (1998). The Influence of Extended-Year Schooling on Growth of Achievement and Perceived Competence in Early Elementary School. *Child Development*, 69(2), 495-517  
Cooper, H., Nye, B., Charlton, K., Lindsay, J., & Greathouse, S. (1996). The effects of summer vacation on achievement test scores: A narrative and meta-analytic review. *Review of Educational Research*, 66, 227-268.

Tier: Tier 3

Activity - Programs to Extend Learning Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer and after-school learning programs including staffing and materials and supplies, will be provided to students at risk of not achieving grade-level standards in core content areas. Programs for English Language Learners will be targeted to their needs and staffed by EL-certified teachers. Funds for students without homes will be allocated to meet their learning needs.  Schools: All Schools	Academic Support Program	Tier 3	Implement	06/16/2014	08/31/2018	\$59000	Title III, Title I Part A	Teachers Paraprofessionals Administrators McKinney-Vento Coordinator

## Goal 4: All students will be proficient in writing

### Measurable Objective 1:

50% of English Learners students will demonstrate a proficiency in writing in English Language Arts by 08/31/2018 as measured by local and writing strands within annual state assessments.

### Strategy 1:

ELL Writing Strategies - All teachers will learn and utilize research-based writing strategies in their respective content areas that: (1) Demonstrate and model how writing and reading are connected, concentrating on word recognition and grasping meaning; (2) Demonstrate and model how writing and reading are tools for thinking and learning, providing opportunities for frequent writing becoming accustomed to writing as a recursive process involving revision and editing; (3) Explicitly demonstrate and model how brainstorming, drafting, revising, and editing are recursive processes using formal and informal writing conferences focused on distinct stages that require multiple re-readings and rewritings, leading to "publication" in a manner that allows the writing to be shared electronically with a broad audience; (4) Model exemplary writing practices for students and demonstrate how writers write about topics that are meaningful to them using a variety of means including blogging, micro-blogging and other 21st century tools; (5) Teach grammar in the context of actual writing to reinforce or correct structural patterns of English typically used in speech through provision of good language models, guided practice, clear explanations, and tactful but explicit feedback on grammatical correctness; (6) Provide varied and increasingly challenging writing experiences for students at all grade levels, revisiting as necessary writing genres that students may or may not have experienced or mastered in earlier grades; (7) Develop a list of core words for students to use in their writing, providing opportunities for students to know the various meanings of the words, know how to use the words grammatically, know other words they typically occur with, and know levels of politeness or formality for words, and; (8) Regularly integrate spelling into writing and reading instruction, providing explicit instruction in the conventions of English spelling in the context of actual reading and writing.

Category: English/Language Arts

Research Cited: Teaching Diverse Learners: Writing, retrieved from <http://www.alliance.brown.edu/tdl/>

Dolly, M.R. (1990, February). Integrating ESL reading and writing through authentic discourse. *The Journal of Reading*, 33, 360-366

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn, practice, assess, evaluate and continuously reflect on research-based writing improvement techniques for ELL students. SIOP strategies will be used consistently and effectively.  Schools: All Schools	Professional Learning	Tier 1		07/01/2014	08/31/2018	\$15000	Title II Part A, Title I Part A	Building principals, classroom teachers, EL Coordinator, Literacy Coordinators

## District Improvement Plan

Godfrey-Lee Public Schools

Activity - Supplemental Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental resources such as IXL and computers will be purchased to meet the needs of students in Tier 2.  Schools: All Schools	Materials	Tier 2	Implement	09/06/2016	08/31/2018	\$5000	Title I Part A	Teachers Administrators Literacy Specialists

### Strategy 2:

Extended Learning Time - Summer and after-school learning programs for students including staffing and materials and supplies, will be provided to students at risk of not achieving grade-level standards in core content areas.

Category: English/Language Arts

Research Cited: Cooper, H. (2003). Summer Learning Loss: The Problem and Some Solutions. ERIC Clearinghouse on Elementary and Early Childhood Education. Champaign, IL: ERIC Frazier, J. A., & Morrison, F. J. (1998). The Influence of Extended-Year Schooling on Growth of Achievement and Perceived Competence in Early Elementary School. Child Development, 69(2), 495-517

Cooper, H., Nye, B., Charlton, K., Lindsay, J., & Greathouse, S. (1996). The effects of summer vacation on achievement test scores: A narrative and meta-analytic review. Review of Educational Research, 66, 227-268.

Tier: Tier 3

Activity - Programs to Extend Learning Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended-time learning programs (after school, during lunch, and during summer) including staffing and materials and supplies, will be provided to students at risk of not achieving grade-level standards in core content areas. Programs for English Language Learners will be targeted to their needs and staffed by EL-certified teachers. Funds for students without homes will be allocated to meet their learning needs.  Schools: All Schools	Academic Support Program	Tier 3	Implement	06/16/2014	08/31/2018	\$59000	Title I Part A, Title III	Teachers Administrators Paraprofessionals McKinney-Vento Coordinator

## Goal 5: All students will be proficient in social studies

### Measurable Objective 1:

40% of All Students will demonstrate a proficiency in grade-level standards in Social Studies by 08/31/2018 as measured by local and annual state assessments.

## District Improvement Plan

Godfrey-Lee Public Schools

### Strategy 1:

Depth of Knowledge - All teachers will learn and implement depth of knowledge requisite to planning, instruction and assessment of social studies content areas, ensuring that curriculum is aligned to rigorous state content standards as validated by appropriate on-going assessments and analysis of data. Students will learn historical, geographical, economical and civics content at a deeper level, recognizing relevance and transferring learning to new or more complex real-world problems. Technology and utilization of source documents will provide for greater relevance and student engagement.

Category: Social Studies

Research Cited: [http://www.nciea.org/publication\\_PDFs/cognitiverigorpaper\\_KH12.pdf](http://www.nciea.org/publication_PDFs/cognitiverigorpaper_KH12.pdf)

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in professional learning about depth of knowledge and employ this concept into their instructional planning and teaching. Validation will come through informal/formal observations by administrators and master teachers.  Schools: All Schools	Professional Learning	Tier 1	Implement	07/01/2014	08/31/2018	\$5000	Title II Part A	Building principals and department /grade-level teacher leaders.
Activity - Supplemental Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental materials such as IXL will be purchased to meet the needs of Tier 2 students.  Schools: All Schools	Materials	Tier 2	Implement	09/06/2016	08/31/2018	\$5000	Title I Part A	Teachers Administrators

### Strategy 2:

Extended Learning Time - Students most at risk of not achieving grade level standards are identified using local assessments and state assessments. These students are recommended for extended learning time during the summer and school year.

Category: Social Studies

Research Cited: Cooper, H. (2003). Summer Learning Loss: The Problem and Some Solutions. ERIC Clearinghouse on Elementary and Early Childhood Education. Champaign, IL: ERIC Frazier, J. A., & Morrison, F. J. (1998). The Influence of Extended-Year Schooling on Growth of Achievement and Perceived Competence in Early Elementary School. Child Development, 69(2), 495-517 Cooper, H., Nye, B., Charlton, K., Lindsay, J., & Greathouse, S. (1996). The effects of summer vacation on achievement test scores: A narrative and meta-analytic review. Review of Educational Research, 66, 227-268.

Tier: Tier 3

**District Improvement Plan**

Godfrey-Lee Public Schools

Activity - Programs to Extend Learning Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Extended learning programs (after-school, during lunch, and in summer) including staffing and materials and supplies, will be provided to students at risk of not achieving grade-level standards in core content areas. Programs for English Language Learners will be targeted to their needs and staffed by EL-certified teachers. Funds for students without homes will be allocated to meet their learning needs.</p> <p>Schools: All Schools</p>	Academic Support Program		Implement	06/16/2014	08/31/2018	\$59000	Title I Part A, Title III	McKinney-Vento Coordinator Teachers Administrators Paraprofessionals Instructional Coaches

**Goal 6: All parents will develop the skills and knowledge to assist their children toward academic success.**

**Measurable Objective 1:**

collaborate to support parents as they become involved in the academic life of the schools their children attend by 08/31/2018 as measured by tallies of number of parents involved and surveys about how the involvement has helped increase parent engagement..

**Strategy 1:**

Parent Engagement - Community Liaisons, a Homeless Coordinator, and all school personnel will assist parents to be active members of our school communities, through activities such as translation, interpretation, coordination of services, information about curriculum and resources, and volunteer coordination.

Category: School Culture

Research Cited: Harvard Family Research Project (2010)

Tier: Tier 1

Activity - Build Awareness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Principals will work with Community Liaisons and Homeless Coordinator to help create ways to assist all staff in their efforts to support parent involvement. Academic learning events and learning celebrations will be held regularly. All teachers will increase parent involvement and capacity to help students at home. Human-centered design will form the basis of our design and planning.</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Implement	07/01/2014	08/31/2018	\$50000	Title I Part A	Community Liaisons Homeless Coordinator Principals All staff

**Strategy 2:**

Build a Community of Learners - Our schools will build a community of learners while increasing parent engagement and equipping parents with the knowledge, tools and resources necessary to help students develop academically. All schools will engage parents in the academic life of students through curriculum information events, academic recognition and celebrations, and invitations to volunteer in a variety of ways. Parents will learn ways to engage their children in developing their own creativity, caring, collaboration, communication, and critical thinking. Human-centered design principles will be employed.

Category: School Culture

Research Cited:

Harvard Family Research Project (2010);

The Art & Science of Teaching by Marzano (2007);

Tier: Tier 2

Activity - Supporting Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School principals and teachers will plan and conduct academic learning events and learning celebrations for parents. All teachers will increase parent involvement and capacity to help student at home. Human-centered design principles will be employed.  Schools: All Schools	Parent Involvement	Tier 1	Implement	07/01/2014	08/31/2018	\$5000	Title I Part A	Teachers Administrators Community Liaisons Instructional Coaches

**Goal 7: All professional staff will develop the skills and knowledge to assist students toward academic success.**

**Measurable Objective 1:**

collaborate to strengthen every professional staff member, whether first-year teacher or veteran principal, to build a high-quality academic program by 08/31/2018 as measured by surveys of professional staff and academic outcomes.

**Strategy 1:**

Leadership Capacity Building - A variety of ways and means, all in the context of human-centered design principles, to achieve the objective will be employed, all centered on developing a common understanding and practice among teachers and administrators regarding establishing a gap-free path of instruction for students that is connected, brain-based, inspiring, aligned, experiential, led by students, strength-based, appropriately challenging, and focused on personal, civic, academic, creative, and intellectual growth. Cognitive Coaching, Classroom Learning Lab, Adaptive Schools, Discovery Education, Instructional Coaching, and Reading Workshop Training will all develop leadership capacity of teachers. Administrators will also participate in various professional conferences and workshops to enhance their leadership, including, MAS/FPS, AdvancED, leadership retreat, School Improvement, Cognitive Coaching, Adaptive Schools.

**District Improvement Plan**

Godfrey-Lee Public Schools

Category: School Culture

Research Cited: Building Leadership Capacity for School Improvement by A. Harris and L. Lambert. ASCD. 2003.

Tier: Tier 1

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A variety of ways and means to achieve the objective will be employed, including New Teacher Orientation, a one-day Principal Retreat, Cognitive Coaching training for all instructional coaches, Classroom Learning Lab training for lead teachers, Leverage Learning PD for principals and teacher leaders, continued focus on developing the understanding and implementation of SIOP, Kagan, Classroom Learning Labs, Formative Assessment through Discovery Education's job-embedded coaching, focus and monitoring of implementation of common Elements of Instruction, attendance at state and local conferences (including Special Populations and MABE, and frequent feedback from instructional rounds and peer-led Classroom Learning Lab sessions.  Schools: All Schools	Professional Learning	Tier 1	Implement	07/01/2014	08/31/2018	\$33000	Title III, Title II Part A	Teachers Administrators Instructional Coaches Mentor Teachers

**Strategy 2:**

Student Engagement - Teachers will learn to implement PIES, the 4 marks of cooperative learning (Positive interdependence, Individual Accountability, Equal Participation, Simultaneous Interaction) using the the principles and structures that are part of Kagan Cooperative Learning and supported through job-embedded professional development.

Category: Learning Support Systems

Research Cited: Motivation in the classroom: Reciprocal effects of teacher behavior and student engagement across the school year.

Skinner, Ellen A.; Belmont, Michael J. Journal of Educational Psychology, Vol 85(4), Dec 1993, 571-581.

Student engagement in high school classrooms from the perspective of flow theory. Shernoff, David J.; Csikszentmihalyi, Mihaly; Shneider, Barbara; Shernoff, Elisa Steele School Psychology Quarterly, Vol 18(2), 2003, 158-176.

Tier: Tier 1

Activity - Kagan Workshop and Followup Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## District Improvement Plan

Godfrey-Lee Public Schools

Kagan workshops will be offered to staff. Followup will include coaching by Kagan-trained teachers and coach and meetings to support implementation.  Schools: All Schools	Professional Learning	Tier 1	Implement	07/01/2014	08/31/2018	\$25000	Title II Part A	Asst. Supt. TLA Instructional Coaches Teachers Administrators
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### Measurable Objective 2:

demonstrate a proficiency in making content comprehensible for English Language Learners through learning about, modeling, and using SIOP strategies in every classroom by 08/31/2018 as measured by Increasing percentage of teachers trained from 92% to 100%, training all new teachers, supporting implementation through modeling and coaching, and monitoring implementation by conducting regular walkthroughs.

### Strategy 1:

SIOP Training and Coaching - New teacher training: All new teachers will be trained by our district trainer. Substitute teachers will be provided using Title III funds.

Current teachers: Those who have not been trained yet will have SIOP training as part of their goal planning for this year. Attendance at training will be expected.

Coaching current SIOP-trained teachers: Our district trainer will coach and mentor core content area teachers in SIOP lesson planning and strategies. Substitutes will be paid for with Title III funds.

Continued SIOP knowledge-building: EL and content area teachers will attend SIOP, MABE, and WIDA workshops and Training of Trainers. Fees, registration, and expenses will be paid for with Title III funds.

Category: Learning Support Systems

Research Cited: "The overall academic performance of English language learners (ELLs) in U.S. schools is problematic with a dramatic, lingering divide in achievement between Caucasian students and those from culturally and linguistically diverse groups (California Dept. of Education, 2004; Siegel, 2002; Biancarosa & Snow, 2004). Part of the reason for the achievement gap is that many teachers are underprepared to make content comprehensible to ELLs who are not proficient in the language of instruction (i.e., English). In addition, ELLs are asked to demonstrate their content area knowledge on high stakes tests, such as those for the No Child Left Behind requirements, before they are proficient. ELLs are being tested in mathematics and reading and tests in science will be added to the battery of assessments they must take.

One promising approach to improve the academic performance of ELLs is the SIOP (Sheltered Instruction Observation Protocol) Model, an empirically-tested, research-based model of sheltered instruction developed by researchers at the Center for Applied Linguistics and California State University, Long Beach for the National Center for Research on Education, Diversity & Excellence (Echevarria, Vogt, & Short, 2004)." Cited from <http://www.cal.org/create/research/impact-of-the-siop-model-on-middle-school-science-and-language-learning.html>.

**District Improvement Plan**

Godfrey-Lee Public Schools

Tier: Tier 1

Activity - SIOP Training, Coaching, Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SIOP strategies will be learned, coached, monitored, and supported through a variety of means, including substitute teachers for co-planning sessions, stipends for attending training and after-school follow up sessions (facilitated by SIOP trainers), and compensation for trained facilitators.  Schools: All Schools	Professional Learning	Tier 1	Implement	07/01/2014	08/31/2018	\$19000	Title III	ELL teachers, ELL coach, administrators, new teachers, all teachers, PNPs

**Measurable Objective 3:**

demonstrate a proficiency in teaching 21st century skills to students by 08/31/2018 as measured by walkthroughs focused on 21st century skills, conducted by principals.

**Strategy 1:**

STEM, Tech, and Design Training - Training in using technology for instruction will occur, including formative assessment coaching in classrooms and Rebel U.

Monitoring of implementation will occur. Design principles will be used.

Category: Learning Support Systems

Research Cited: National Research Council. Monitoring Progress Toward Successful K-12 STEM Education: A Nation Advancing?. Washington, DC: The National Academies Press, 2013.

Tier: Tier 1

Activity - STEM, Tech, and Design Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Online training will be provided to learn ways to use technology to increase STEM understanding, engage students, and create new knowledge. Design principles will be learned, reinforced, and employed.  Schools: All Schools	Professional Learning	Tier 1	Getting Ready	07/01/2014	08/31/2018	\$1000	Title II Part A	Science teachers, classroom teachers, administrators, tech team

**Measurable Objective 4:**

increase student growth by meeting all 3 AMAOs as required by 06/30/2017 as measured by Meeting AMAO 1, 2, and 3.

**Strategy 1:**

AMAO Improvement 1: Instructional Design/Strategies - Although the district met AMAO 1, it failed to meet AMAO 2 as it did not reach the 21% proficiency goal. All district teachers except first year teachers have completed SIOP professional development and the expectation is that SIOP is an integral part of lesson design.

Teachers create and implement lessons with content and language objectives in all subject areas but more emphasis on model performance indicators to differentiate language instruction in the core classroom is needed. District-wide, literacy scores on the 2013-2014 WIDA trend lower than oral language scores.

On the 2013-2014 WIDA, Lee High School (LHS, 9-12) and Godfrey Elementary (GEL 3-5) had the highest proficiency levels in writing and the Early Childhood Center (ECC, K-2) and Lee Middle School (LMS, 6-8) had the lowest proficiency levels in writing. At the ECC, the writing program did not offer multiple opportunities to provide immediate feedback to students. The building is transitioning to using the MAISA writing units which will allow classroom teachers frequent opportunities to confer with EL students to individualize instruction by discussing their strengths, setting a writing goal, and marking progress together. EL coaches will support the transition by co-planning and co-teaching with classroom teachers, and conferring with EL students. At LMS, the number of EL-certified staff is not sufficient for the number of EL students. The district is responding by hiring additional EL-certified staff to teach, co-plan, and co-teach.

On the 2013-2014 WIDA, grades 1-5 and 9-12 had the highest proficiency levels in reading while kindergarten and grades 6-8 had the lowest proficiency levels. For many EL students, kindergarten is their first exposure to reading in English and they need support beyond what is currently offered. Every kindergarten classroom will be receiving EL-certified push-in support during their literacy block. Students who are identified as not on track to be reading at grade-level by the end of the year will also receive pull-out reading intervention by an EL-certified reading specialist. In grades 6-8, the number of EL-certified staff is not sufficient for the number of EL students. The district is responding by hiring additional EL-certified staff to teach, co-plan, and co-teach.

Godfrey-Lee Public Schools' EL students met the benchmarks required on State Reading and Math assessments but did not meet the graduation rate requirement. This may be due to a need for a greater emphasis on model performance indicators that will develop students' advanced literacy and language skills, and help prevent and/or accelerate the achievement of long-term EL students. Additional credit recovery options could also support a higher graduation rate for current and former EL students.

The following improvements were/will be implemented to address the graduation rate:

1. One improvement that we have already made is adding leveled ELD classes in both MS and HS. The ELD classes have replaced previous cotaught classes.
2. The state recommended EL student/teacher ratio is 60:1. Last year our ratio at the secondary level was around 120:1. The ratio has been reduced by the addition of a teacher this year. Our current ratio is 337 students:3.4 teachers. This is roughly 100:1. Lower than last year, but still much higher than the state recommended ratio.

TITLE III LEA Guidance Document 2015 Page 3

2.

3. In the past there have been some students who have returned to their country of origin before graduation. Current grades are sent with the students. It can be difficult to track if the student has entered school once returning to their country of origin. We could determine if this is a factor by looking at the list of students listed as having not graduated. If this is a factor, we may want to consider not sending transcript information with the student, but requiring future schools to request the student transcript. This is a trend we have seen recently from Texas school districts.

4. The following are commonalities of Newcomers entering 9th grade that do not graduate:
  - a. Gaps of not attending school for several years in their country of origin
  - b. Living with relatives other than their parents
  - c. Being responsible for supporting family members in their country of origin. These students often leave school to work fulltime. This is often after attempting to go to school during the day and work in the evenings.

To address these gaps, we will: Some of the research-based work we do is rooted in strategies/programs such as Marzano's vocabulary development work, ELL coaching, EL math coach, lesson design includes Language Objectives, visuals, field experiences (secondary), Mondo/Mango and Imagine Learning.

## District Improvement Plan

Godfrey-Lee Public Schools

Category: Learning Support Systems

Research Cited: Marzano's The Art and Science of Teaching (2009)

Tier: Tier 1

Activity - Language Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Some of the research-based work we do is rooted in strategies/programs such as Marzano's vocabulary development work, ELL coaching, EL math coach, lesson design includes Language Objectives,, visuals, field experiences (secondary), Mondo/Mango and imagine learning.  Schools: All Schools	Professional Learning	Tier 1		07/01/2016	08/31/2018	\$20000	Title II Part A	EL Coaches Administrators Teachers Instructional Coaches

Activity - Title III Immigrant Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We are part of the Kent ISD consortium for Immigrant funds. We run a 3 week summer program for our recent immigrants which includes content instruction, language development, and opportunities to experience cultural institutions in West Michigan. Parents are invited to attend these events as well.  Schools: Lee High School, Lee Middle School	Direct Instruction	Tier 1		07/01/2016	08/31/2018	\$6000	Title III	EL Teachers Administrators

### Strategy 2:

AMAO Improvement 2: Teacher Quality/Professional Development - Listening proficiency scores on the 2013-2014 WIDA in the bridging-/reaching levels are higher than speaking proficiency levels. Classroom observations performed by a district-level instructional coach noted that the time EL students were simultaneously engaged in productive language experiences using academic vocabulary was lower than the time they were engaged in receptive listening activities. All district teachers and administrators except first-year teachers have completed SIOP professional development. The district is also working toward having all teachers certified in Kagan cooperative learning strategies which will strengthen the interaction component of the SIOP model and increase the time that all students are engaged in productive language experiences using academic vocabulary.

The building that had the highest proficiency levels on the 2013-2014 WIDA was the ECC (K-2) and the building that had the lowest proficiency levels was LMS (6-8). The middle school does not have as many EL-certified teachers as the other buildings in the district. More EL-certified staff at the middle school level will allow for more co-planning and co-teaching to support full implementation of SIOP in core content classrooms. SIOP is also a district-wide focus for teacher evaluations. Classroom Learning Labs, a peer-driven form of job-embedded professional development, are established at the ECC and starting to flourish at the middle school. Continuing to support the development of the Classroom Learning Lab process focused on strategies that teachers are using to support EL students' language and academic success will provide more opportunities for teachers to observe effective teaching practices and reflect on how they might include them in their own classroom.

Comparing 2012 and 2013 MEAP results, the achievement gap between general education students and LEP students was narrowed in every grade in reading except for 5th and 8th grades. The achievement gap between general education students and LEP students in math was narrowed at the elementary level and broadened at

SY 2015-2016

Page 39

## District Improvement Plan

Godfrey-Lee Public Schools

the middle school level when comparing 2012 and 2013 MEAP results. Again, more EL- certified staff at the middle school level will allow for more co-planning and co-teaching to support full implementation of SIOPI in core content classrooms.

Category: Learning Support Systems

Research Cited: [http://www.idra.org/IDRA\\_Newsletter/November\\_-\\_December\\_2012\\_Actionable\\_Knowledge/Professional\\_Development\\_in\\_the\\_21st\\_Century/](http://www.idra.org/IDRA_Newsletter/November_-_December_2012_Actionable_Knowledge/Professional_Development_in_the_21st_Century/)

Tier: Tier 1

Activity - PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Some of the activities we use include Classroom Learning Labs, SIOPI PDs, refresher courses, coaching/co-teaching, co-planning, MABE (plan to share with all staff), SIOPI as a focus area for Teacher Evaluation, administrative training, KAGAN, PLTs, teacher collaboration. All district teachers and administrators except first- year teachers have completed SIOPI professional development. Opportunities for first- year teachers to become familiar with the SIOPI model and opportunities for veteran teachers to refresh their knowledge of SIOPI will occur through summer professional development sessions and collaboration with EL teachers during Early-Release Fridays, co-teaching, and/or co-planning. The district is also working toward having all teachers certified in Kagan cooperative learning strategies which will strengthen the interaction component of the SIOPI model and increase the time that all students are engaged in practicing academic vocabulary. The expectation of the district is that all lessons will include content and language objectives.  Schools: All Schools	Professional Learning	Tier 1	Implement	07/01/2016	08/31/2018	\$10000	Title II Part A	EL coaches, administrators, teachers, instructional coach

### Strategy 3:

AMAO Improvement 3: Parent Engagement - Parent Engagement: Parents are informed in a timely and meaningful fashion of the goals of the EL program, entry and exit requirements, their students' status and any changes from the last communication. Results of the WIDA are shared with parents during conferences. At this time, the classroom teacher and/or EL teacher will explain what each score means about

a student's English language proficiency. Results of State assessments are mailed home if parents do not attend conferences; teachers do explain what these results mean at conferences. At each level, parents are invited to attend various curriculum events. Godfrey-Lee believes that sharing in the culture and heritage of our community members enriches our schools. A district-wide parent liaison who strives to support parents in bringing their culture into our buildings helps to accomplish this aim.

A parent request that came from home visits in the community was more frequent updates about student progress, including if a student is failing any assignment, not just a class. The district is adjusting its automatic notification system to satisfy this need. The high school principal also meets regularly with students to inform them if they are on track to graduate. Parents of students who are not meeting expectations are informed and invited to meet with a team to discuss possible solutions.

Category: Learning Support Systems

## District Improvement Plan

Godfrey-Lee Public Schools

Research Cited: [http://blogs.edweek.org/edweek/finding\\_common\\_ground/2011/09/parents\\_as\\_partners.html](http://blogs.edweek.org/edweek/finding_common_ground/2011/09/parents_as_partners.html)

Tier: Tier 1

Activity - Parent Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District-wide community liaison helps draw community and parents into life of school. Title 1 parent nights, interpreters at community events, and design team parent interviews/home visits to discuss ways to improve program are used.  Schools: All Schools	Parent Involvement	Tier 1		07/01/2016	08/31/2018	\$10000	Title I Part A	EL and Instructional Coaches Administrators Teachers

### Strategy 4:

AMAO Improvement 4: Program Evaluation/Accountability - A component of the EL program that was examined with the Program Evaluation Tool was the effectiveness of the co-planning sessions between EL and general education teachers. In general, achievement was enhanced through this approach. As an example, the achievement levels of students in co-taught and non-co-taught sections of the same class were compared, and achievement was higher in the co-taught class.

The impact EL coaches have made is also measured by using an instructional coaching scale (Woodruff, 2007).

Last, teachers are observed at least three times a year, and one of the focus areas of these observations is the use of SIOP strategies. Support and professional development is made available to all teachers, to help enhance their practice in this area.

Category: Learning Support Systems

Research Cited: [https://www.naesp.org/resources/2/Principal/2009/M-A\\_p30.pdf](https://www.naesp.org/resources/2/Principal/2009/M-A_p30.pdf)

Tier: Tier 1

Activity - Program Evaluation/Accountability	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leverage Leadership visits are made to all classrooms at least 3 times a year, SIOP walkthroughs are completed, co-planning/co-teaching/coaching occurs at all levels, program evaluation of Title III effort is conducted each year, and Data Days are held so teachers can analyze data and create new paths to success for all EL students.  Schools: All Schools	Policy and Process	Tier 1		07/01/2016	08/31/2018	\$0	No Funding Required	EL Coaches Administrators Teachers Instructional Coach

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning	A variety of ways and means to achieve the objective will be employed, including New Teacher Orientation, a one-day Principal Retreat, Cognitive Coaching training for all instructional coaches, Classroom Learning Lab training for lead teachers, Leverage Learning PD for principals and teacher leaders, continued focus on developing the understanding and implementation of SIOP, Kagan, Classroom Learning Labs, Formative Assessment through Discovery Education's job-embedded coaching, focus and monitoring of implementation of common Elements of Instruction, attendance at state and local conferences (including Special Populations and MABE, and frequent feedback from instructional rounds and peer-led Classroom Learning Lab sessions.	Professional Learning	Tier 1	Implement	07/01/2014	08/31/2018	\$25000	Teachers Administrators Instructional Coaches Mentor Teachers
Professional Learning & Collaboration	Collaborative department and grade-level groups will meet regularly throughout the school year and into the summer to identify, analyze and align the curriculum, instruction and assessment data for improvements. KISD consultants will also be utilized to make improvements.	Professional Learning	Tier 1		08/27/2013	08/31/2017	\$5000	Assistant Superintendent for Teaching, Learning and Accountability, building principals, department and grade-level teachers, science teachers, leadership coach

**District Improvement Plan**

Godfrey-Lee Public Schools

Professional Development	Teachers will utilize Early-Release Collaboration Days and other opportunities for professional learning, planning and collaboration to guide literacy instruction at each grade level. This will include SIOP training. All teachers will learn to plan and conduct increasingly complex learning activities designed to introduce and develop sophisticated vocabulary knowledge. Principals will monitor such activities through review of lesson designs, walk-throughs and direct observations. PD will be provided by the ISD and through a variety of professional organizations. Cognitive coaching will be used to help all teachers reflect on their literacy practices.	Professional Learning	Tier 1	Evaluate	07/01/2014	08/31/2018	\$10000	Building principals, reading coordinators, district ELL coordinator, grade-level and department teacher leaders, ISD personnel, and trainers
Using academic language in daily mathematics instruction	<p>Teachers will utilize structured and planned talks in math classes to increase mathematics language skills of ELL and non-ELL students. Teachers of mathematics at all grade levels will identify language objectives alongside content objectives in their daily lesson plans. Principals will monitor, assess and provide feedback on language objectives. Language objectives may revolve around direct instruction of the meaning of particular academic vocabulary words, academic English structures common to mathematics and/or the lesson in particular, or language functions such as explaining, solving, and discussing.</p> <p>Teachers will plan for structured discussions during math instruction that provide students the opportunity to explain their thinking and reasoning (think-aloud) as well as their understanding of particular problems, strategy use, concepts, and solutions.</p> <p>Teachers will build in classroom and grade-level assessments of students' understanding of concepts and problem-solving approaches, and evolving language and mathematic skills.</p>	Direct Instruction	Tier 1	Implement	09/03/2013	08/31/2018	\$5000	Building principals, district mathematics coach/interventionist, district ELL coordinator, teachers
Professional Development	Teachers will learn to effectively utilize video streaming and blended learning, along with classroom and grade-level assessments, as a formative tool to analyze student work resulting in differentiated and personalized learning environments for math problem-solving instruction.	Professional Learning	Tier 1		07/01/2014	08/31/2018	\$55000	Building principals, teachers, math coach, district technology team, Asst. Supt. TLA

## District Improvement Plan

Godfrey-Lee Public Schools

Professional Learning & Collaboration	Teachers will collaboratively learn how to develop and conduct science lessons based on scientific inquiry, use these lessons to improve student learning, and evaluate the effectiveness of the lessons through assessment, data collection, analysis and reflection. Local agencies such as Blandford Nature Center, WMEAC, Groundswell will partner with us to provide PD.	Professional Learning	Tier 1	Implement	07/01/2014	08/31/2018	\$55000	Asst. Supt. TLA, building principals, science department chair, K-12 science curriculum team, science teachers, technology team
Kagan Workshop and Followup Support	Kagan workshops will be offered to staff. Followup will include coaching by Kagan-trained teachers and coach and meetings to support implementation.	Professional Learning	Tier 1	Implement	07/01/2014	08/31/2018	\$25000	Asst. Supt. TLA Instructional Coaches Teachers Administrators
PD	Some of the activities we use include Classroom Learning Labs, SIOP PDs, refresher courses, coaching/co-teaching, co-planning, MABE (plan to share with all staff), SIOP as a focus area for Teacher Evaluation, administrative training, KAGAN, PLTs, teacher collaboration. All district teachers and administrators except first-year teachers have completed SIOP professional development. Opportunities for first-year teachers to become familiar with the SIOP model and opportunities for veteran teachers to refresh their knowledge of SIOP will occur through summer professional development sessions and collaboration with EL teachers during Early-Release Fridays, co-teaching, and/or co-planning. The district is also working toward having all teachers certified in Kagan cooperative learning strategies which will strengthen the interaction component of the SIOP model and increase the time that all students are engaged in practicing academic vocabulary. The expectation of the district is that all lessons will include content and language objectives.	Professional Learning	Tier 1	Implement	07/01/2016	08/31/2018	\$10000	EL coaches, administrators, teachers, instructional coach
STEM, Tech, and Design Training	Online training will be provided to learn ways to use technology to increase STEM understanding, engage students, and create new knowledge. Design principles will be learned, reinforced, and employed.	Professional Learning	Tier 1	Getting Ready	07/01/2014	08/31/2018	\$1000	Science teachers, classroom teachers, administrators, tech team

## District Improvement Plan

Godfrey-Lee Public Schools

Language Support	Some of the research-based work we do is rooted in strategies/programs such as Marzano's vocabulary development work, ELL coaching, EL math coach, lesson design includes Language Objectives,, visuals, field experiences (secondary), Mondo/Mango and imagine learning.	Professional Learning	Tier 1		07/01/2016	08/31/2018	\$20000	El Coaches Administrators Teachers Instructional Coaches
Professional Development	All teachers will participate in professional learning about depth of knowledge and employ this concept into their instructional planning and teaching. Validation will come through informal/formal observations by administrators and master teachers.	Professional Learning	Tier 1	Implement	07/01/2014	08/31/2018	\$5000	Building principals and department /grade-level teacher leaders.
Professional Development	Teachers will learn, practice, assess, evaluate and continuously reflect on research-based writing improvement techniques for ELL students. SIOP strategies will be used consistently and effectively.	Professional Learning	Tier 1		07/01/2014	08/31/2018	\$5000	Building principals, classroom teachers, EL Coordinator , Literacy Coordinators

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Program Evaluation/Accountability	Leverage Leadership visits are made to all classrooms at least 3 times a year, SIOP walkthroughs are completed, co-planning/co-teaching/coaching occurs at all levels, program evaluation of Title III effort is conducted each year, and Data Days are held so teachers can analyze data and create new paths to success for all EL students.	Policy and Process	Tier 1		07/01/2016	08/31/2018	\$0	EL Coaches Administrators Teachers Instructional Coach

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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**District Improvement Plan**

Godfrey-Lee Public Schools

Professional Learning & Collaboration	Teachers will collaboratively learn how to develop and conduct science lessons based on scientific inquiry, use these lessons to improve student learning, and evaluate the effectiveness of the lessons through assessment, data collection, analysis and reflection. Local agencies such as Blandford Nature Center, WMEAC, Groundswell will partner with us to provide PD.	Professional Learning	Tier 1	Implement	07/01/2014	08/31/2018	\$5000	Asst. Supt. TLA, building principals, science department chair, K-12 science curriculum team, science teachers, technology team
Professional Learning & Collaboration	Collaborative department and grade-level groups will meet regularly throughout the school year and into the summer to identify, analyze and align the curriculum, instruction and assessment data for improvements. KISD consultants will also be utilized to make improvements.	Professional Learning	Tier 1		08/27/2013	08/31/2017	\$5000	Assistant Superintendent for Teaching, Learning and Accountability, building principals, department and grade-level teachers, science teachers, leadership coach

**Section 31a**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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**District Improvement Plan**

Godfrey-Lee Public Schools

Using academic language in daily mathematics instruction	<p>Teachers will utilize structured and planned talks in math classes to increase mathematics language skills of ELL and non-ELL students. Teachers of mathematics at all grade levels will identify language objectives alongside content objectives in their daily lesson plans. Principals will monitor, assess and provide feedback on language objectives. Language objectives may revolve around direct instruction of the meaning of particular academic vocabulary words, academic English structures common to mathematics and/or the lesson in particular, or language functions such as explaining, solving, and discussing.</p> <p>Teachers will plan for structured discussions during math instruction that provide students the opportunity to explain their thinking and reasoning (think-aloud) as well as their understanding of particular problems, strategy use, concepts, and solutions.</p> <p>Teachers will build in classroom and grade-level assessments of students' understanding of concepts and problem-solving approaches, and evolving language and mathematic skills.</p>	Direct Instruction	Tier 1	Implement	09/03/2013	08/31/2018	\$10000	Building principals, district mathematics coach/interventionist, district ELL coordinator, teachers
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**Title III**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Programs to Extend Learning Time	Extended learning programs (after-school, during lunch, and in summer) including staffing and materials and supplies, will be provided to students at risk of not achieving grade-level standards in core content areas. Programs for English Language Learners will be targeted to their needs and staffed by EL-certified teachers. Funds for students without homes will be allocated to meet their learning needs.	Academic Support Program		Implement	06/16/2014	08/31/2018	\$13000	McKinney-Vento Coordinator Teachers Administrators Paraprofessionals Instructional Coaches
SIOP Training, Coaching, Monitoring	SIOP strategies will be learned, coached, monitored, and supported through a variety of means, including substitute teachers for co-planning sessions, stipends for attending training and after-school follow up sessions (facilitated by SIOP trainers), and compensation for trained facilitators.	Professional Learning	Tier 1	Implement	07/01/2014	08/31/2018	\$19000	ELL teachers, ELL coach, administrators, new teachers, all teachers, PNPs

## District Improvement Plan

Godfrey-Lee Public Schools

Field Trips	Field trips to support language development as part of a high-quality language instruction program will be provided.	Field Trip	Tier 2	Implement	09/06/2016	08/31/2018	\$1000	Teachers Administrators
Title III Immigrant Program	We are part of the Kent ISD consortium for Immigrant funds. We run a 3 week summer program for our recent immigrants which includes content instruction, language development, and opportunities to experience cultural institutions in West Michigan. Parents are invited to attend these events as well.	Direct Instruction	Tier 1		07/01/2016	08/31/2018	\$6000	EI Teachers Administrators
Professional Learning	A variety of ways and means to achieve the objective will be employed, including New Teacher Orientation, a one-day Principal Retreat, Cognitive Coaching training for all instructional coaches, Classroom Learning Lab training for lead teachers, Leverage Learning PD for principals and teacher leaders, continued focus on developing the understanding and implementation of SIOP, Kagan, Classroom Learning Labs, Formative Assessment through Discovery Education's job-embedded coaching, focus and monitoring of implementation of common Elements of Instruction, attendance at state and local conferences (including Special Populations and MABE, and frequent feedback from instructional rounds and peer-led Classroom Learning Lab sessions.	Professional Learning	Tier 1	Implement	07/01/2014	08/31/2018	\$8000	Teachers Administrators Instructional Coaches Mentor Teachers
EL Certification	Tuition reimbursement will be offered to teachers who wish to pursue a bilingual/EL endorsement.	Professional Learning	Tier 1		07/01/2016	08/31/2018	\$30000	Teachers Business Manager Asst. Supt.
Programs to Extend Learning Time	Summer and after-school learning programs including staffing and materials and supplies, will be provided to students at risk of not achieving grade-level standards in core content areas. Programs for English Language Learners will be targeted to their needs and staffed by EL-certified teachers. Funds for students without homes will be allocated to meet their learning needs.	Academic Support Program	Tier 3	Implement	06/16/2014	08/31/2018	\$13000	Teachers Paraprofessionals Administrators McKinney-Vento Coordinator
Programs to Extend Learning Time	Extended-time learning programs (after school, during lunch, and during summer) including staffing and materials and supplies, will be provided to students at risk of not achieving grade-level standards in core content areas. Programs for English Language Learners will be targeted to their needs and staffed by EL-certified teachers. Funds for students without homes will be allocated to meet their learning needs.	Academic Support Program	Tier 3	Implement	06/16/2014	08/31/2018	\$13000	Teachers Administrators Paraprofessionals McKinney-Vento Coordinator

**District Improvement Plan**

Godfrey-Lee Public Schools

Programs to Extend Learning Time	Summer learning and after-school programs, including staffing and materials and supplies, will be provided to students at risk of not achieving grade-level standards in core content areas. Programs for English Language Learners will be targeted to their needs and staffed by EL-certified teachers. Funds for students without homes will be allocated to support learning.	Academic Support Program			06/16/2014	08/31/2018	\$13000	Teachers Administrators McKinney-Vento Coordinator
Supplemental Resources	Materials, computers, and software will be purchased to supplement general fund-provided materials and assist English learners and all at-risk students in meeting content area and language goals. Materials such as IXL, Brain Pop, Read Naturally, Phonics for Reading, and Learn 360 will be used. EL Materials include Raz-Kids, grammar workbooks, Imagine Learning, Mango, Mondo.	Materials	Tier 2	Implement	09/08/2015	08/31/2018	\$15000	Teachers Administrators
Programs to Extend Learning Time	Summer learning and after-school programs including staffing and materials and supplies, will be provided to students at risk of not achieving grade-level standards in core content areas. Programs for English Language Learners will be targeted to their needs and staffed by EL-certified teachers and paraprofessionals. Funds for students without homes will be allocated to support their learning.	Academic Support Program	Tier 3	Monitor	07/01/2014	08/31/2018	\$13000	McKinney-Vento Coordinator Teachers Administrators Literacy Coordinators
SIOF Training for Teachers	The district will continue to support training all teachers in use of SIOF techniques.	Professional Learning	Tier 1	Monitor	07/01/2014	08/31/2018	\$10000	Assistant Superintendent for Teaching, Learning and Accountability; ELL coordinator; building principals
Paraprofessionals and Interventionists	Support for reading instruction will be directed by teachers and coordinator and provided by paraprofessionals and interventionists to target instruction and provide assistance to students at risk of not meeting grade level standards. Supplies and materials will be provided. Summer and school year programs will be supported.	Academic Support Program	Tier 2		09/03/2013	08/31/2018	\$6000	Literacy Coordinator Teachers Paraprofessionals Interventionists Administrators

**Title I Part A**

## District Improvement Plan

Godfrey-Lee Public Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Targeted/blended reading instruction	Using SRI, state, and other data, students will be identified for intensive, daily direct reading instruction through the READ 180/System 44 blended learning models and other targeted interventions.	Direct Instruction	Tier 1	Implement	07/01/2013	08/31/2018	\$200000	Building principals, reading coordinators, reading teachers
Programs to Extend Learning Time	Extended learning programs (after-school, during lunch, and in summer) including staffing and materials and supplies, will be provided to students at risk of not achieving grade-level standards in core content areas. Programs for English Language Learners will be targeted to their needs and staffed by EL-certified teachers. Funds for students without homes will be allocated to meet their learning needs.	Academic Support Program		Implement	06/16/2014	08/31/2018	\$46000	McKinney-Vento Coordinator Teachers Administrators Paraprofessionals Instructional Coaches
Supplemental Resources	Resources such as IXL and ST Math will be used to supplement instruction.	Materials	Tier 2		09/06/2016	08/31/2018	\$8000	Teachers Administrators
Professional Development	Teachers will learn to effectively utilize video streaming and blended learning, along with classroom and grade-level assessments, as a formative tool to analyze student work resulting in differentiated and personalized learning environments for math problem-solving instruction.	Professional Learning	Tier 1		07/01/2014	08/31/2018	\$5000	Building principals, teachers, math coach, district technology team, Asst. Supt. TLA
Formative Assessment	Formative assessment using local assessments and programs such as Successmaker, READ180, etc. will be used to develop individual paths for student success.	Academic Support Program	Tier 1	Implement	09/06/2016	08/31/2018	\$15000	Teachers Reading Coordinators Administrators
Paraprofessionals and Interventionists	Support for math instruction will be directed by teachers and coordinator and provided by paraprofessionals and interventionists to target instruction and provide assistance to students at risk of not meeting grade level standards. Supplies and materials will be provided.	Academic Support Program	Tier 2	Monitor	09/03/2013	08/31/2018	\$290000	Paraprofessionals Interventionists Teachers Math Coach Administrators

## District Improvement Plan

Godfrey-Lee Public Schools

Programs to Extend Learning Time	Summer learning and after-school programs, including staffing and materials and supplies, will be provided to students at risk of not achieving grade-level standards in core content areas. Programs for English Language Learners will be targeted to their needs and staffed by EL-certified teachers. Funds for students without homes will be allocated to support learning.	Academic Support Program			06/16/2014	08/31/2018	\$46000	Teachers Administrators McKinney-Vento Coordinator
SLOP Training for Teachers	The district will continue to support training all teachers in use of SLOP techniques.	Professional Learning	Tier 1	Monitor	07/01/2014	08/31/2018	\$10000	Assistant Superintendent for Teaching, Learning and Accountability; ELL coordinator; building principals
Professional Development	Teachers will utilize Early-Release Collaboration Days and other opportunities for professional learning, planning and collaboration to guide literacy instruction at each grade level. This will include SLOP training. All teachers will learn to plan and conduct increasingly complex learning activities designed to introduce and develop sophisticated vocabulary knowledge. Principals will monitor such activities through review of lesson designs, walk-throughs and direct observations. PD will be provided by the ISD and through a variety of professional organizations. Cognitive coaching will be used to help all teachers reflect on their literacy practices.	Professional Learning	Tier 1	Evaluate	07/01/2014	08/31/2018	\$10000	Building principals, reading coordinators, district ELL coordinator, grade-level and department teacher leaders, ISD personnel, and trainers
Programs to Extend Learning Time	Summer and after-school learning programs including staffing and materials and supplies, will be provided to students at risk of not achieving grade-level standards in core content areas. Programs for English Language Learners will be targeted to their needs and staffed by EL-certified teachers. Funds for students without homes will be allocated to meet their learning needs.	Academic Support Program	Tier 3	Implement	06/16/2014	08/31/2018	\$46000	Teachers Paraprofessionals Administrators McKinney-Vento Coordinator

## District Improvement Plan

Godfrey-Lee Public Schools

Professional Learning	Cognitive coaching and instructional guidance will be provided.	Professional Learning	Tier 1	Implement	07/01/2013	08/31/2018	\$50000	Math Coach Asst. Superintendent Teaching, Learning, Accountability Teachers Administrators
Programs to Extend Learning Time	Extended-time learning programs (after school, during lunch, and during summer) including staffing and materials and supplies, will be provided to students at risk of not achieving grade-level standards in core content areas. Programs for English Language Learners will be targeted to their needs and staffed by EL-certified teachers. Funds for students without homes will be allocated to meet their learning needs.	Academic Support Program	Tier 3	Implement	06/16/2014	08/31/2018	\$46000	Teachers Administrators Paraprofessionals McKinney-Vento Coordinator
Paraprofessionals and Interventionists	Support for reading instruction will be directed by teachers and coordinator and provided by paraprofessionals and interventionists to target instruction and provide assistance to students at risk of not meeting grade level standards. Supplies and materials will be provided. Summer and school year programs will be supported.	Academic Support Program	Tier 2		09/03/2013	08/31/2018	\$170000	Literacy Coordinator Teachers Paraprofessionals Interventionists Administrators
Supplemental Resources	Supplemental resources such as IXL and computers will be purchased to meet the needs of students in Tier 2.	Materials	Tier 2	Implement	09/06/2016	08/31/2018	\$5000	Teachers Administrators Literacy Specialists
Build Awareness	Principals will work with Community Liaisons and Homeless Coordinator to help create ways to assist all staff in their efforts to support parent involvement. Academic learning events and learning celebrations will be held regularly. All teachers will increase parent involvement and capacity to help students at home. Human-centered design will form the basis of our design and planning.	Professional Learning	Tier 1	Implement	07/01/2014	08/31/2018	\$50000	Community Liaisons Homeless Coordinator Principals All staff
Parent Engagement	District-wide community liaison helps draw community and parents into life of school. Title 1 parent nights, interpreters at community events, and design team parent interviews/home visits to discuss ways to improve program are used.	Parent Involvement	Tier 1		07/01/2016	08/31/2018	\$10000	EL and Instructional Coaches Administrators Teachers

## District Improvement Plan

Godfrey-Lee Public Schools

Programs to Extend Learning Time	Summer learning and after-school programs including staffing and materials and supplies, will be provided to students at risk of not achieving grade-level standards in core content areas. Programs for English Language Learners will be targeted to their needs and staffed by EL-certified teachers and paraprofessionals. Funds for students without homes will be allocated to support their learning.	Academic Support Program	Tier 3	Monitor	07/01/2014	08/31/2018	\$46000	McKinney-Vento Coordinator Teachers Administrators Literacy Coordinators
Supplemental Resources	Supplemental materials such as IXL will be purchased to meet the needs of Tier 2 students.	Materials	Tier 2	Implement	09/06/2016	08/31/2018	\$5000	Teachers Administrators
Professional Learning	Literacy Coordinator will assist teachers in strategies to help K-5 students at risk of not meeting grade level benchmarks by coaching in ways to differentiate and target instruction. Classroom Learning Labs and formative assessment will be used to inform decisions and aid reflection.	Professional Learning	Tier 1		08/26/2013	08/31/2018	\$26000	Literacy Coordinator Administrators Asst. Sup. for Teaching, Learning, and Accountability
Supporting Parent Involvement	School principals and teachers will plan and conduct academic learning events and learning celebrations for parents. All teachers will increase parent involvement and capacity to help student at home. Human-centered design principles will be employed.	Parent Involvement	Tier 1	Implement	07/01/2014	08/31/2018	\$5000	Teachers Administrators Community Liaisons Instructional Coaches
Professional Development	Teachers will learn, practice, assess, evaluate and continuously reflect on research-based writing improvement techniques for ELL students. SIOP strategies will be used consistently and effectively.	Professional Learning	Tier 1		07/01/2014	08/31/2018	\$10000	Building principals, classroom teachers, EL Coordinator, Literacy Coordinators
Supplemental Resources	Resources such as IXL will be purchased to supplement science instruction.	Materials	Tier 2	Implement	09/06/2016	08/31/2018	\$5000	Teachers Administrators

## Activity Summary by School

Below is a breakdown of activity by school.

### All Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Using academic language in daily mathematics instruction	<p>Teachers will utilize structured and planned talks in math classes to increase mathematics language skills of ELL and non-ELL students. Teachers of mathematics at all grade levels will identify language objectives alongside content objectives in their daily lesson plans. Principals will monitor, assess and provide feedback on language objectives. Language objectives may revolve around direct instruction of the meaning of particular academic vocabulary words, academic English structures common to mathematics and/or the lesson in particular, or language functions such as explaining, solving, and discussing.</p> <p>Teachers will plan for structured discussions during math instruction that provide students the opportunity to explain their thinking and reasoning (think-aloud) as well as their understanding of particular problems, strategy use, concepts, and solutions.</p> <p>Teachers will build in classroom and grade-level assessments of students' understanding of concepts and problem-solving approaches, and evolving language and mathematic skills.</p>	Direct Instruction	Tier 1	Implement	09/03/2013	08/31/2018	\$15000	Building principals, district mathematics coach/interventionist, district ELL coordinator, teachers
Professional Development	Teachers will learn to effectively utilize video streaming and blended learning, along with classroom and grade-level assessments, as a formative tool to analyze student work resulting in differentiated and personalized learning environments for math problem-solving instruction.	Professional Learning	Tier 1		07/01/2014	08/31/2018	\$60000	Building principals, teachers, math coach, district technology team, Asst. Supt. TLA

## District Improvement Plan

Godfrey-Lee Public Schools

Professional Development	Teachers will utilize Early-Release Collaboration Days and other opportunities for professional learning, planning and collaboration to guide literacy instruction at each grade level. This will include SIOP training. All teachers will learn to plan and conduct increasingly complex learning activities designed to introduce and develop sophisticated vocabulary knowledge. Principals will monitor such activities through review of lesson designs, walk-throughs and direct observations. PD will be provided by the ISD and through a variety of professional organizations. Cognitive coaching will be used to help all teachers reflect on their literacy practices.	Professional Learning	Tier 1	Evaluate	07/01/2014	08/31/2018	\$20000	Building principals, reading coordinators, district ELL coordinator, grade-level and department teacher leaders, ISD personnel, and trainers
SIOP Training for Teachers	The district will continue to support training all teachers in use of SIOP techniques.	Professional Learning	Tier 1	Monitor	07/01/2014	08/31/2018	\$20000	Assistant Superintendent for Teaching, Learning and Accountability; ELL coordinator; building principals
Targeted/blended reading instruction	Using SRI, state, and other data, students will be identified for intensive, daily direct reading instruction through the READ 180/System 44 blended learning models and other targeted interventions.	Direct Instruction	Tier 1	Implement	07/01/2013	08/31/2018	\$200000	Building principals, reading coordinators, reading teachers
Professional Learning & Collaboration	Collaborative department and grade-level groups will meet regularly throughout the school year and into the summer to identify, analyze and align the curriculum, instruction and assessment data for improvements. KISD consultants will also be utilized to make improvements.	Professional Learning	Tier 1		08/27/2013	08/31/2017	\$10000	Assistant Superintendent for Teaching, Learning and Accountability, building principals, department and grade-level teachers, science teachers, leadership coach

## District Improvement Plan

Godfrey-Lee Public Schools

Professional Learning & Collaboration	Teachers will collaboratively learn how to develop and conduct science lessons based on scientific inquiry, use these lessons to improve student learning, and evaluate the effectiveness of the lessons through assessment, data collection, analysis and reflection. Local agencies such as Blandford Nature Center, WMEAC, Groundswell will partner with us to provide PD.	Professional Learning	Tier 1	Implement	07/01/2014	08/31/2018	\$60000	Asst. Supt. TLA, building principals, science department chair, K-12 science curriculum team, science teachers, technology team
Professional Development	Teachers will learn, practice, assess, evaluate and continuously reflect on research-based writing improvement techniques for ELL students. SIOP strategies will be used consistently and effectively.	Professional Learning	Tier 1		07/01/2014	08/31/2018	\$15000	Building principals, classroom teachers, EL Coordinator, Literacy Coordinators
Professional Development	All teachers will participate in professional learning about depth of knowledge and employ this concept into their instructional planning and teaching. Validation will come through informal/formal observations by administrators and master teachers.	Professional Learning	Tier 1	Implement	07/01/2014	08/31/2018	\$5000	Building principals and department /grade-level teacher leaders.
Programs to Extend Learning Time	Summer learning and after-school programs, including staffing and materials and supplies, will be provided to students at risk of not achieving grade-level standards in core content areas. Programs for English Language Learners will be targeted to their needs and staffed by EL-certified teachers. Funds for students without homes will be allocated to support learning.	Academic Support Program			06/16/2014	08/31/2018	\$59000	Teachers Administrators McKinney-Vento Coordinator
Programs to Extend Learning Time	Summer learning and after-school programs including staffing and materials and supplies, will be provided to students at risk of not achieving grade-level standards in core content areas. Programs for English Language Learners will be targeted to their needs and staffed by EL-certified teachers and paraprofessionals. Funds for students without homes will be allocated to support their learning.	Academic Support Program	Tier 3	Monitor	07/01/2014	08/31/2018	\$59000	McKinney-Vento Coordinator Teachers Administrators Literacy Coordinators

**District Improvement Plan**

Godfrey-Lee Public Schools

Programs to Extend Learning Time	Summer and after-school learning programs including staffing and materials and supplies, will be provided to students at risk of not achieving grade-level standards in core content areas. Programs for English Language Learners will be targeted to their needs and staffed by EL-certified teachers. Funds for students without homes will be allocated to meet their learning needs.	Academic Support Program	Tier 3	Implement	06/16/2014	08/31/2018	\$59000	Teachers Paraprofessionals Administrators McKinney-Vento Coordinator
Programs to Extend Learning Time	Extended-time learning programs (after school, during lunch, and during summer) including staffing and materials and supplies, will be provided to students at risk of not achieving grade-level standards in core content areas. Programs for English Language Learners will be targeted to their needs and staffed by EL-certified teachers. Funds for students without homes will be allocated to meet their learning needs.	Academic Support Program	Tier 3	Implement	06/16/2014	08/31/2018	\$59000	Teachers Administrators Paraprofessionals McKinney-Vento Coordinator
Programs to Extend Learning Time	Extended learning programs (after-school, during lunch, and in summer) including staffing and materials and supplies, will be provided to students at risk of not achieving grade-level standards in core content areas. Programs for English Language Learners will be targeted to their needs and staffed by EL-certified teachers. Funds for students without homes will be allocated to meet their learning needs.	Academic Support Program		Implement	06/16/2014	08/31/2018	\$59000	McKinney-Vento Coordinator Teachers Administrators Paraprofessionals Instructional Coaches
Build Awareness	Principals will work with Community Liaisons and Homeless Coordinator to help create ways to assist all staff in their efforts to support parent involvement. Academic learning events and learning celebrations will be held regularly. All teachers will increase parent involvement and capacity to help students at home. Human-centered design will form the basis of our design and planning.	Professional Learning	Tier 1	Implement	07/01/2014	08/31/2018	\$50000	Community Liaisons Homeless Coordinator Principals All staff

## District Improvement Plan

Godfrey-Lee Public Schools

Professional Learning	A variety of ways and means to achieve the objective will be employed, including New Teacher Orientation, a one-day Principal Retreat, Cognitive Coaching training for all instructional coaches, Classroom Learning Lab training for lead teachers, Leverage Learning PD for principals and teacher leaders, continued focus on developing the understanding and implementation of SLOP, Kagan, Classroom Learning Labs, Formative Assessment through Discovery Education's job-embedded coaching, focus and monitoring of implementation of common Elements of Instruction, attendance at state and local conferences (including Special Populations and MABE, and frequent feedback from instructional rounds and peer-led Classroom Learning Lab sessions.	Professional Learning	Tier 1	Implement	07/01/2014	08/31/2018	\$33000	Teachers Administrators Instructional Coaches Mentor Teachers
Kagan Workshop and Followup Support	Kagan workshops will be offered to staff. Followup will include coaching by Kagan-trained teachers and coach and meetings to support implementation.	Professional Learning	Tier 1	Implement	07/01/2014	08/31/2018	\$25000	Asst. Supt. TLA Instructional Coaches Teachers Administrators
Supporting Parent Involvement	School principals and teachers will plan and conduct academic learning events and learning celebrations for parents. All teachers will increase parent involvement and capacity to help student at home. Human-centered design principles will be employed.	Parent Involvement	Tier 1	Implement	07/01/2014	08/31/2018	\$5000	Teachers Administrators Community Liaisons Instructional Coaches
SLOP Training, Coaching, Monitoring	SLOP strategies will be learned, coached, monitored, and supported through a variety of means, including substitute teachers for co-planning sessions, stipends for attending training and after-school follow up sessions (facilitated by SLOP trainers), and compensation for trained facilitators.	Professional Learning	Tier 1	Implement	07/01/2014	08/31/2018	\$19000	ELL teachers, ELL coach, administrators, new teachers, all teachers, PNPs
STEM, Tech, and Design Training	Online training will be provided to learn ways to use technology to increase STEM understanding, engage students, and create new knowledge. Design principles will be learned, reinforced, and employed.	Professional Learning	Tier 1	Getting Ready	07/01/2014	08/31/2018	\$1000	Science teachers, classroom teachers, administrators, tech team

## District Improvement Plan

Godfrey-Lee Public Schools

Supplemental Resources	Materials, computers, and software will be purchased to supplement general fund-provided materials and assist English learners and all at-risk students in meeting content area and language goals. Materials such as IXL, Brain Pop, Read Naturally, Phonics for Reading, and Learn 360 will be used. EL Materials include Raz-Kids, grammar workbooks, Imagine Learning, Mango, Mondo.	Materials	Tier 2	Implement	09/08/2015	08/31/2018	\$15000	Teachers Administrators
Formative Assessment	Formative assessment using local assessments and programs such as Successmaker, READ180, etc. will be used to develop individual paths for student success.	Academic Support Program	Tier 1	Implement	09/06/2016	08/31/2018	\$15000	Teachers Reading Coordinators Administrators
Supplemental Resources	Resources such as IXL and ST Math will be used to supplement instruction.	Materials	Tier 2		09/06/2016	08/31/2018	\$8000	Teachers Administrators
Supplemental Resources	Resources such as IXL will be purchased to supplement science instruction.	Materials	Tier 2	Implement	09/06/2016	08/31/2018	\$5000	Teachers Administrators
Supplemental Resources	Supplemental materials such as IXL will be purchased to meet the needs of Tier 2 students.	Materials	Tier 2	Implement	09/06/2016	08/31/2018	\$5000	Teachers Administrators
Supplemental Resources	Supplemental resources such as IXL and computers will be purchased to meet the needs of students in Tier 2.	Materials	Tier 2	Implement	09/06/2016	08/31/2018	\$5000	Teachers Administrators Literacy Specialists
EL Certification	Tuition reimbursement will be offered to teachers who wish to pursue a bilingual/EL endorsement.	Professional Learning	Tier 1		07/01/2016	08/31/2018	\$30000	Teachers Business Manager Asst. Supt.
Field Trips	Field trips to support language development as part of a high-quality language instruction program will be provided.	Field Trip	Tier 2	Implement	09/06/2016	08/31/2018	\$1000	Teachers Administrators

**District Improvement Plan**

Godfrey-Lee Public Schools

PD	Some of the activities we use include Classroom Learning Labs, SIOP PDs, refresher courses, coaching/co-teaching, co-planning, MABE (plan to share with all staff), SIOP as a focus area for Teacher Evaluation, administrative training, KAGAN, PLTs, teacher collaboration. All district teachers and administrators except first-year teachers have completed SIOP professional development. Opportunities for first-year teachers to become familiar with the SIOP model and opportunities for veteran teachers to refresh their knowledge of SIOP will occur through summer professional development sessions and collaboration with EL teachers during Early-Release Fridays, co-teaching, and/or co-planning. The district is also working toward having all teachers certified in Kagan cooperative learning strategies which will strengthen the interaction component of the SIOP model and increase the time that all students are engaged in practicing academic vocabulary. The expectation of the district is that all lessons will include content and language objectives.	Professional Learning	Tier 1	Implement	07/01/2016	08/31/2018	\$10000	EL coaches, administrators, teachers, instructional coach
Language Support	Some of the research-based work we do is rooted in strategies/programs such as Marzano's vocabulary development work, ELL coaching, EL math coach, lesson design includes Language Objectives, visuals, field experiences (secondary), Mondo/Mango and imagine learning.	Professional Learning	Tier 1		07/01/2016	08/31/2018	\$20000	EL Coaches Administrators Teachers Instructional Coaches
Parent Engagement	District-wide community liaison helps draw community and parents into life of school. Title 1 parent nights, interpreters at community events, and design team parent interviews/home visits to discuss ways to improve program are used.	Parent Involvement	Tier 1		07/01/2016	08/31/2018	\$10000	EL and Instructional Coaches Administrators Teachers
Program Evaluation/Accountability	Leverage Leadership visits are made to all classrooms at least 3 times a year, SIOP walkthroughs are completed, co-planning/co-teaching/coaching occurs at all levels, program evaluation of Title III effort is conducted each year, and Data Days are held so teachers can analyze data and create new paths to success for all EL students.	Policy and Process	Tier 1		07/01/2016	08/31/2018	\$0	EL Coaches Administrators Teachers Instructional Coach

**Lee Middle School**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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**District Improvement Plan**

Godfrey-Lee Public Schools

Professional Learning	Cognitive coaching and instructional guidance will be provided.	Professional Learning	Tier 1	Implement	07/01/2013	08/31/2018	\$50000	Math Coach Asst. Superintendent Teaching, Learning, Accountability Teachers Administrators
Paraprofessionals and Interventionists	Support for reading instruction will be directed by teachers and coordinator and provided by paraprofessionals and interventionists to target instruction and provide assistance to students at risk of not meeting grade level standards. Supplies and materials will be provided. Summer and school year programs will be supported.	Academic Support Program	Tier 2		09/03/2013	08/31/2018	\$176000	Literacy Coordinator Teachers Paraprofessionals Interventionists Administrators
Paraprofessionals and Interventionists	Support for math instruction will be directed by teachers and coordinator and provided by paraprofessionals and interventionists to target instruction and provide assistance to students at risk of not meeting grade level standards. Supplies and materials will be provided.	Academic Support Program	Tier 2	Monitor	09/03/2013	08/31/2018	\$290000	Paraprofessionals Interventionists Teachers Math Coach Administrators
Title III Immigrant Program	We are part of the Kent ISD consortium for Immigrant funds. We run a 3 week summer program for our recent immigrants which includes content instruction, language development, and opportunities to experience cultural institutions in West Michigan. Parents are invited to attend these events as well.	Direct Instruction	Tier 1		07/01/2016	08/31/2018	\$6000	EI Teachers Administrators

**Lee High School**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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**District Improvement Plan**

Godfrey-Lee Public Schools

Title III Immigrant Program	We are part of the Kent ISD consortium for Immigrant funds. We run a 3 week summer program for our recent immigrants which includes content instruction, language development, and opportunities to experience cultural institutions in West Michigan. Parents are invited to attend these events as well.	Direct Instruction	Tier 1		07/01/2016	08/31/2018	\$6000	EI Teachers Administrators
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**Godfrey-Lee Early Childhood Ctr.**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning	Cognitive coaching and instructional guidance will be provided.	Professional Learning	Tier 1	Implement	07/01/2013	08/31/2018	\$50000	Math Coach Asst. Superintendent Teaching, Learning, Accountability Teachers Administrators
Professional Learning	Literacy Coordinator will assist teachers in strategies to help K-5 students at risk of not meeting grade level benchmarks by coaching in ways to differentiate and target instruction. Classroom Learning Labs and formative assessment will be used to inform decisions and aid reflection.	Professional Learning	Tier 1		08/26/2013	08/31/2018	\$26000	Literacy Coordinator Administrators Asst. Sup. for Teaching, Learning, and Accountability
Paraprofessionals and Interventionists	Support for reading instruction will be directed by teachers and coordinator and provided by paraprofessionals and interventionists to target instruction and provide assistance to students at risk of not meeting grade level standards. Supplies and materials will be provided. Summer and school year programs will be supported.	Academic Support Program	Tier 2		09/03/2013	08/31/2018	\$176000	Literacy Coordinator Teachers Paraprofessionals Interventionists Administrators

## District Improvement Plan

Godfrey-Lee Public Schools

Paraprofessionals and Interventionists	Support for math instruction will be directed by teachers and coordinator and provided by paraprofessionals and interventionists to target instruction and provide assistance to students at risk of not meeting grade level standards. Supplies and materials will be provided.	Academic Support Program	Tier 2	Monitor	09/03/2013	08/31/2018	\$290000	Paraprofessionals Interventionists Teachers Math Coach Administrators
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### Godfrey Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning	Cognitive coaching and instructional guidance will be provided.	Professional Learning	Tier 1	Implement	07/01/2013	08/31/2018	\$50000	Math Coach Asst. Superintendent Teaching, Learning, Accountability Teachers Administrators
Professional Learning	Literacy Coordinator will assist teachers in strategies to help K-5 students at risk of not meeting grade level benchmarks by coaching in ways to differentiate and target instruction. Classroom Learning Labs and formative assessment will be used to inform decisions and aid reflection.	Professional Learning	Tier 1		08/26/2013	08/31/2018	\$26000	Literacy Coordinator Administrators Asst. Sup. for Teaching, Learning, and Accountability
Paraprofessionals and Interventionists	Support for reading instruction will be directed by teachers and coordinator and provided by paraprofessionals and interventionists to target instruction and provide assistance to students at risk of not meeting grade level standards. Supplies and materials will be provided. Summer and school year programs will be supported.	Academic Support Program	Tier 2		09/03/2013	08/31/2018	\$176000	Literacy Coordinator Teachers Paraprofessionals Interventionists Administrators

**District Improvement Plan**

Godfrey-Lee Public Schools

Paraprofessionals and Interventionists	Support for math instruction will be directed by teachers and coordinator and provided by paraprofessionals and interventionists to target instruction and provide assistance to students at risk of not meeting grade level standards. Supplies and materials will be provided.	Academic Support Program	Tier 2	Monitor	09/03/2013	08/31/2018	\$290000	Paraprofessionals Interventionists Teachers Math Coach Administrators
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**East Lee Campus**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Paraprofessionals and Interventionists	Support for reading instruction will be directed by teachers and coordinator and provided by paraprofessionals and interventionists to target instruction and provide assistance to students at risk of not meeting grade level standards. Supplies and materials will be provided. Summer and school year programs will be supported.	Academic Support Program	Tier 2		09/03/2013	08/31/2018	\$176000	Literacy Coordinator Teachers Paraprofessionals Interventionists Administrators
Paraprofessionals and Interventionists	Support for math instruction will be directed by teachers and coordinator and provided by paraprofessionals and interventionists to target instruction and provide assistance to students at risk of not meeting grade level standards. Supplies and materials will be provided.	Academic Support Program	Tier 2	Monitor	09/03/2013	08/31/2018	\$290000	Paraprofessionals Interventionists Teachers Math Coach Administrators