

MICIP Portfolio Report

Godfrey-Lee Public Schools

Goals Included

Active

- ELA- Excellence
 - Implement MTSS
 - Math-Excellence
-

Buildings Included

Open-Active

- ECC
 - Godfrey Elementary
 - Lee High School
 - Lee Middle School
-

Plan Components Included

Goal Summary

Data

 Data Story

Strategy

 Summary

 Implementation Plan

 Buildings

 Activities

 Activity Text

 Activity Buildings

MICIP Portfolio Report

Godfrey-Lee Public Schools

ELA- Excellence

Status: ACTIVE

Statement: By June 2025, the district ELA results will reach the state target of 60% as measured by State assessments (M-Step, PSAT, SAT) and increase proficiency for students with disabilities, African-American students, and students who are economically disadvantaged

Created Date: 05/27/2022

Target Completion Date: 06/30/2025

Data Story Name: ELA - Excellence

Initial Data Analysis: 1

Initial Initiative Inventory and Analysis: 1

Gap Analysis: GLPS ELA is currently at 20.6% proficient in ELA. To achieve 60% proficient as the state expectation, GLPS will need to increase at 39.4% by 2025 (10% annually for the next 4 years to achieve 40% increase).

District Data Story Summary: We are low in ELA scores we have gaps in gender....

Strategies:

(1/3): **Guaranteed and Viable Curriculum**

Owner: Jessica Crampton

Start Date: 05/27/2022

Due Date: 06/30/2025

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

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Godfrey-Lee Staff will participate in professional development using the new ELA resource.	Jessica Crampton	08/01/2022	09/10/2022	COMPLETE
<p>Activity Buildings:</p> <ul style="list-style-type: none"> • ECC • Godfrey Elementary • Lee High School • Lee Middle School 				

(2/3): MTSS Framework (General)

Owner: Jessica Crampton

Start Date: 06/28/2022

Due Date: 06/30/2025

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

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
eSpark	Andrew Smith	06/28/2022	06/30/2025	COMPLETE
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> ECC 				
eSpark	Sara Dewey	06/28/2022	06/30/2025	COMPLETE
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> Godfrey Elementary 				
ELL Teacher	Andrew Smith	06/28/2022	06/30/2025	COMPLETE
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> ECC 				
Reading Coach k-5	Jessica Crampton	06/28/2022	06/30/2025	COMPLETE
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> ECC 				
Reading Teacher (additional support) 6-8	Addie Rose	06/28/2022	06/30/2025	COMPLETE
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> Lee Middle School 				

(3/3): 23g Expanded Learning Time

Owner: Jessica Crampton

Start Date: 10/24/2023

Due Date: 08/10/2024

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

Buildings

- ECC
- Godfrey Elementary
- Lee Middle School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Summer programming will be provided for eligible students K-8 grades. The district will provide 3 hours/day of targeted instruction in Reading and Math. The district will use Bridges Intervention for K-5 and Big Ideas Intervention for Math 6-8. For reading the district will use Wonders Intervention and UFLI for reading K-5 and Amplify for Reading 6-8 with Rewards as an intervention tool. The district will recruit certified teachers for direct instruction and small group intervention. Additional support staff and instructional coaches will support summer learning. The summer program will run for 6 weeks, M-Thursday. The district will	Jessica Crampton	10/24/2023	08/10/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
utilize NWEA MAP testing to measure success by looking at student growth from Spring 2024 to Fall 2024.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Math-Excellence

Status: ACTIVE

Statement: By June 2025, the district math results will reach the state target of 60% as measured by State assessments (M-Step, PSAT, SAT) and increase proficiency for students with disabilities, African-American students, and students who are economically disadvantaged.

Created Date: 06/20/2022

Target Completion Date: 06/30/2025

Data Story Name: Math - Excellence

Initial Data Analysis: 1

Initial Initiative Inventory and Analysis: 1

Gap Analysis: GLPS Math is currently at 9.8% proficient in Math. To achieve 40% proficient as the state expectation, GLPS will need to increase at 30.2% by 2025 (7.5% annually for the next 4 years to achieve 30% increase).

District Data Story Summary: GLPS is below proficiency in math at all grade levels. There are no significant gaps between gender or race.

Strategies:

(1/1): MTSS Framework (General)

Owner: Jessica Crampton

Start Date: 06/27/2022

Due Date: 06/30/2025

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

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
eSpark	Andrew Smith	06/27/2022	06/30/2025	COMPLETE
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> ECC 				
eSpark	Andrew Smith	06/27/2022	06/30/2025	COMPLETE
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> ECC 				
Bridges Math	Andrew Smith	06/27/2022	06/30/2025	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> ECC 				
PCM- Math	Andy Steketee	06/27/2022	06/30/2025	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> Lee High School 				
Math Coach- K-5	Jessica Crampton	06/27/2022	06/30/2025	COMPLETE
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> ECC Godfrey Elementary 				
ELL Teacher K-2	Andrew Smith	06/27/2022	06/30/2025	COMPLETE

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • ECC 				
IXL	Jim Jensen	06/27/2022	06/30/2025	COMPLETE
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Lee Middle School 				
i-Ready Math	Jim Jensen	06/27/2022	06/30/2025	COMPLETE
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Lee Middle School 				

Implement MTSS

Status: ACTIVE

Statement: By strengthening and implementing a comprehensive Multi-Tiered System of Support (MTSS framework), we aim to decrease chronic absenteeism by 5% within the next academic year, subsequently enhancing student engagement, a sense of belonging, and academic growth.

Created Date: 06/27/2023

Target Completion Date: 08/10/2024

Data Story Name: MTSS Framework

Initial Data Analysis: Discover Data Questions - <https://docs.google.com/document/d/1AL-359p3WNZVPfKLDnDsxKj5f0Zj8uqqeQL8dOyiUu0/edit?usp=sharing>

Initial Initiative Inventory and Analysis: GLPS Discover Data Question, See #2: <https://docs.google.com/document/d/1AL-359p3WNZVPfKLDnDsxKj5f0Zj8uqqeQL8dOyiUu0/edit?usp=sharing>

Gap Analysis: The district's data on chronic absenteeism and low achievement in both ELA and Math on MSTEP reveals significant challenges. Notably, the analysis focuses on the performance of subgroups, namely English Learners, SWD, and ED students, all of whom exhibit lower levels of achievement in these subjects.

1. **Chronic Absenteeism:** the analysis indicates a high rate of chronic absenteeism, which adversely affects students' educational outcomes. Absenteeism can result from various factors. Regardless of the underlying reasons, chronic absenteeism hinders students' academic progress and contributes to the achievement gap observed in ELA and Math.
2. **English Learners:** ELs who are learning English as a second language, face additional challenges in attaining proficiency in ELA and Math. The data suggest that ELs have lower achievement levels compared to their English -proficient peers. The achievement gap highlights the need for targeted language support, specialized instruction, and resources to improve EL's academic performance in both ELA and Math.
3. **Students with Disabilities:** SWD also demonstrates lower achievement levels in ELA and Math. Their diverse learning needs necessitate instructional strategies, accommodations, and support services to promote academic growth. Addressing the achievement gap for students with disabilities requires a comprehensive approach that includes specialized instructions, assistive technologies, and individualized learning plans.
4. **Economically Disadvantaged Students:** ED students also struggle with low achievement in both ELA and Math. Socioeconomic factors, such as limited access to resources, educational support, and enrichment opportunities, can significantly impact their academic progress. To narrow the achievement gap for ED students, targeted interventions, equitable resource allocation, and community partnerships are crucial.
5. **Student Behavior:** It is important to acknowledge that low achievement and chronic absenteeism can have adverse effects on student behavior. Students who struggle academically or have irregular attendance may experience disengagement, lack of motivation, and frustration. This can manifest as behavioral issues, further exacerbating challenges in fostering a positive and productive learning environment.

District Data Story Summary: Critical issues of chronic absenteeism and low achievement in

ELA and Math, particularly among EL, ED, and SWE. Addressing these challenges requires a multifaceted approach that includes targeted interventions, specialized services, community involvement, and resource allocations to promote academic success and reduce the achievement gap. Strong district systems of support and processes will help to align initiatives and resources. Addressing the need for district processes and procedures, the impact of low achievement and chronic absenteeism on student behavior is crucial for creating a conducive learning environment that supports all students.

Strategies:

(1/9): Family Engagement Tied to Learning

Owner: Jessica Crampton

Start Date: 06/27/2023

Due Date: 06/15/2024

Summary: "School improvement research demonstrates the importance of focusing family engagement around specific outcomes (Bryk et. al, 2010). Authentic family engagement activities are designed so families support and monitor their children’s education and behavioral goals through a partnership with schools and community-based agencies. High-quality family engagement is linked to learning outcomes (Mapp, & Kuttner, 2013). Family engagement is strongly linked to higher levels of academic achievement, increased attendance, more positive attitudes toward school, and higher graduation rates (Henderson, & Mapp, 2002). A meta-analysis of over 28 studies investigating the impact of family engagement has found a significant and large association between family engagement and the academic achievement of students from early childhood through secondary school (Jeynes, 2016). Family engagement activities that support high expectations for learners and helping learners make real-world connections are the strongest predictors of achievement (Jeynes, 2005). "

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Attendance Task Force campaign to educate and inform parents regarding attendance policies, processes and the impact of chronic absenteeism	Jessica Crampton	06/27/2023	06/15/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Monthly or Bimonthly Community Night Events	Andrew Smith	09/06/2023	06/15/2024	ONTARGET
<i>Activity Buildings:</i>				
• ECC				
Monthly Coffee with Principal	Andrew Smith	09/06/2023	06/15/2024	ONTARGET
<i>Activity Buildings:</i>				
• ECC				
8 Montly Parent Connection time with building principal	Johana Rodriguez	06/27/2023	06/15/2024	ONTARGET
<i>Activity Buildings:</i>				
• Godfrey Elementary				

Activity	Owner	Start Date	Due Date	Status
Family fund Night: Community builder event/ fundraiser	Johana Rodriguez	06/27/2023	10/06/2023	COMPLETE
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> Godfrey Elementary 				
Family Engagement Night	Jessica Crampton	06/27/2023	10/06/2023	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Family acknowledgement for satisfactor attendance	Andy Steketee	06/27/2023	06/15/2024	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> Lee High School 				

(2/9): Guaranteed and Viable Curriculum

Owner: Jessica Crampton

Start Date: 06/27/2023

Due Date: 06/15/2024

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

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
ELA: Unpack MWG and create/identify common formative and summative assessments	Andrew Smith	08/29/2023	06/15/2024	ONTARGET
Activity Buildings:				
<ul style="list-style-type: none"> ECC 				
Math/ELA: Four Instructional Coaches to implement the Student-Centered Coaching Framework	Jessica Crampton	06/27/2023	06/15/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Curriculum Implementation Guides: Implement Curriculum Guides for all new district approved curriculum to include minimal expectations	Jessica Crampton	06/27/2023	06/15/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Curriculum Review and	Jessica	06/27/2023	06/15/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Adoption Process: create and facilitate a curriculum adoption process that includes the HEX tool and Equity Rubric to make evidence based decisions	Crampton			
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Math: Unpack MWG and create/identify common formative and summative assessments	Andrew Smith	08/29/2023	06/15/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • ECC 				

(3/9): Communication

Owner: Jessica Crampton

Start Date: 06/27/2023

Due Date: 06/15/2024

Summary: The Communication Driver System creates consistent and clear communication channels for information to be sent and received from all district stakeholders. This is critical at times of change when information, data, and purpose are being addressed. It will remain the main conduit of passing of information within the district.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Attendance process, procedures, policies and educational impact on chronic absenteeism communicated regularly with families	Addie Rose	09/05/2023	06/15/2024	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> Lee Middle School 				
Attendance process, procedures, policies and educational impact on chronic absenteeism communicated regularly with families	Andy Steketee	09/05/2023	06/15/2024	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> East Lee Campus Lee High School 				
Montly Parent communication/newsletter to families/parents regarding building events/ updates	Andrew Smith	08/01/2023	06/15/2024	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> ECC 				
Montly Parent communication/newsletter to families/parents regarding building events/ updates	Johana Rodriguez	08/01/2023	06/15/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Godfrey Elementary 				
Attendance process, procedures, policies and educational impact on chronic absenteeism communicated regularly with families	Addie Rose	08/01/2023	06/15/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Lee Middle School 				
Montly Parent communication/newsletter to families/parents regarding building events/ updates	Andy Steketee	08/01/2023	06/15/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> East Lee Campus Lee High School 				
Attendance process, procedures, policies and educational impact on chronic absenteeism communicated regularly with families	Andrew Smith	09/05/2023	06/15/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> ECC 				
Attendance process, procedures, policies and educational impact on chronic absenteeism communicated regularly with families	Johana Rodriguez	09/05/2023	06/15/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Godfrey Elementary 				

(4/9): MTSS - PBIS (Behavior)

Owner: Jessica Crampton

Start Date: 06/27/2023

Due Date: 06/15/2024

Summary: The behavior components of a Multi-Tiered System of Supports (PBIS) is a three-tiered framework that integrates data, systems and practices to improve outcomes. The data, systems and practices necessary to implement the behavior components of MTSS are defined by the PBIS Tiered Fidelity Inventory and aligned to MDE's five essential components of MTSS.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Alignment of positive behavior matrix to student handbook consequences	Andy Steketee	06/27/2023	06/15/2024	ONTARGET
Activity Buildings:				
<ul style="list-style-type: none"> Lee High School 				
SEL curriculum lesson (RULER) will be imbedded in the HS health classes	Andy Steketee	06/27/2023	06/15/2024	ONTARGET
Activity Buildings:				
<ul style="list-style-type: none"> Lee High School 				
SEL Curricular tools (RULER: Mood Meter, Class Charter, Meta Moment) will be talught to all 10 - 11 graders in Bonus Period	Andy Steketee	09/05/2023	06/15/2024	ONTARGET
Activity Buildings:				
<ul style="list-style-type: none"> Lee High School 				
Three hours of MTSS PBIS during beginning of the year PD	Jessica Crampton	08/29/2023	08/30/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Implement the schoolwide positive behavior matrix	Andy Steketee	09/05/2023	06/15/2024	ONTARGET
Activity Buildings:				
<ul style="list-style-type: none"> Lee High School 				
Hire/maintain four DEAN of students to support	Jessica Crampton	06/27/2023	06/15/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
implementation of building level SEB efforts (PBIS, SEL/RULER)				
<i>Activity Buildings:</i> <ul style="list-style-type: none"> ECC Godfrey Elementary Lee High School Lee Middle School 				
Monthly Building Team Meetings	Katie daCruz	06/27/2023	06/15/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> ECC Godfrey Elementary Lee High School Lee Middle School 				
Building-level PBSI Tier 1 Training: Purpose, implementation fidelity, and documentation for behaviors	Johana Rodriguez	06/27/2023	06/15/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Godfrey Elementary 				
Building level PD in the area of SIOP, RULER, PBIS, CPI and Restorative Practices	Johana Rodriguez	06/27/2023	06/15/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Godfrey Elementary 				
SEL Curriculum Implementation (RULER) during advisory period. Lessons will be created for staff to use	Addie Rose	06/27/2023	06/15/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Lee Middle School 				
Implement the schoolwide positive behavior matrix	Addie Rose	09/05/2023	06/15/2024	ONTARGET
<i>Activity Buildings:</i>				

Activity	Owner	Start Date	Due Date	Status
<ul style="list-style-type: none"> Lee Middle School 				
Incorporate schoolwide positive behavior acknowledgement system	Addie Rose	09/05/2023	06/15/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Lee Middle School 				
Incorporate schoolwide positive behavior acknowledgement system	Andy Steketee	09/05/2023	06/15/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Lee High School 				

(5/9): MTSS - Literacy (Reading)

Owner: Jessica Crampton

Start Date: 06/27/2023

Due Date: 06/15/2024

Summary: The reading components of a Multi-Tiered System of Supports includes systems to address the continuum of reading needs across the student body, evidence-based practices focused on the Big Ideas of Reading designed to improve reading outcomes for all students, and data use and analysis. These components are further defined in the Reading Tiered Fidelity Inventory, Elementary-Level Edition and Secondary Level Edition and aligned to MDE's five essential components of MTSS.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Monthly Building Level Team Meetings	Katie daCruz	09/05/2023	06/15/2024	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> ECC Godfrey Elementary Lee High School Lee Middle School 				
6-9 week data review cycles using Acadience benchmark and progress monitoring	Katie daCruz	09/05/2023	06/15/2024	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> ECC Godfrey Elementary Lee Middle School 				
Review, strengthen and adopt K-5 Reading Intervention	Jessica Crampton	09/05/2023	06/15/2024	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> ECC Godfrey Elementary 				
Reading intervention class/ teacher	Addie Rose	09/05/2023	06/15/2024	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> Lee Middle School 				

(6/9): Data-Based, Decision Making

Owner: Jessica Crampton

Start Date: 06/27/2023

Due Date: 06/15/2024

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

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Monthly review of behavior data/ODR/PBIS	Johana Rodriguez	09/05/2023	06/15/2024	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> Godfrey Elementary 				
MTSS Building Data Review Days	Katie daCruz	09/05/2023	06/15/2024	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> ECC Godfrey Elementary Lee High School Lee Middle School 				
SI team review student data 3x/year to monitor the subgroups of Affrician-American and Black students and SWD	Addie Rose	09/05/2023	06/15/2024	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> Lee Middle School 				
Establish an attendance goal for each student per marking period and celebrate goal achievement	Andy Steketee	09/05/2023	06/15/2024	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> ECC 				

(7/9): Collective Responsibility

Owner: Jessica Crampton

Start Date: 06/27/2023

Due Date: 06/15/2024

Summary: A culture of collective responsibility that is collegial, collaborative, and professional that promotes student learning, professional learning, and system-level learning through the intentional development of norms, values, and beliefs.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Collaboratively create a structured process and system for Mentor Hour with specific goals and outcomes	Andy Steketee	06/27/2023	06/15/2024	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> ECC 				
Building-wide Book Study: The Behavior Code by Jessica Minahan	Johana Rodriguez	09/05/2023	06/15/2024	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> Godfrey Elementary 				
Implentation of a common lesson structure to increase student engagment	Andy Steketee	06/27/2023	06/15/2024	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> Lee High School 				
Create and sustain a strong building attendance team who will utilize district attenance policies and procedures and analyze attendance data to make informed decisions	Andrew Smith	06/27/2023	06/15/2024	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> ECC 				
Create and sustain a strong building attendance team who will utilize district attenance policies and	Johana Rodriguez	06/27/2023	06/15/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
procedures and analyze attendance data to make informed decisions				
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Godfrey Elementary 				
Create and sustain a strong building attendance team who will utilize district attendance policies and procedures and analyze attendance data to make informed decisions	Addie Rose	06/27/2023	06/15/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Lee Middle School 				
Create and sustain a strong building attendance team who will utilize district attendance policies and procedures and analyze attendance data to make informed decisions	Andy Steketee	06/27/2023	06/15/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> East Lee Campus Lee High School 				

(8/9): Equitable Allocation of Resources

Owner: Jessica Crampton

Start Date: 10/11/2023

Due Date: 06/15/2024

Summary: For over a decade, Education Resource Strategies, Inc. (ERS) has helped leaders of urban school districts strategically reallocate their resources to improve student performance. Through this work, funded by a grant from the William and Flora Hewlett Foundation, ERS has identified seven Core Transformational Strategies that support high-performing schools. In high-performing districts, resources (people, time, and money) are aligned to support these seven transformational strategies. At the building-level, this system provides schools a process to organize its resource to maximize its response to ever-changing student needs.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
As part of the CNA, the District School Improvement Team, will review all funding sources and district resources to ensure there is an equitable allocation of resources to meet the unique needs of our students and to reach our district goals.	Jessica Crampton	10/11/2023	06/15/2024	ONTARGET

Activity Buildings: All Buildings in Implementation Plan

(9/9): 23g Expanded Learning Time

Owner: Jessica Crampton

Start Date: 10/24/2023

Due Date: 08/10/2024

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

Buildings

- ECC
- Godfrey Elementary
- Lee High School
- Lee Middle School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Summer programming will be provided for eligible students K-8 grades. This program will be overseen by the Assistant Superintendent of Teaching and Learning. The district will provide 3 hours/day of targeted instruction in Reading and Math. The district will use Bridges Intervention for K-5 and Big Ideas Intervention for Math 6-8. For reading the district will use Wonders Intervention and UFLI for reading K-5 and Amplify for Reading 6-8 with Rewards as an intervention tool. The district will recruit certified teachers for direct instruction and small group intervention. Additional support staff and	Jessica Crampton	10/24/2023	08/10/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
instructional coaches will support summer learning. The summer program will run for 6 weeks, M-Thursday. The district will utilize NWEA MAP testing to measure success by looking at student growth from Spring 2024 to Fall 2024.				
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • ECC • Godfrey Elementary • Lee Middle School 				
Recruit and Hire 11 certified teachers, 3 Bilingual Success Coaches, 3 instructional paraprofessionals and 3 special education paraprofessionals to support summer programming	Jessica Crampton	10/24/2023	08/10/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • ECC • Godfrey Elementary • Lee Middle School 				
UFLI and Enhanced Core Reading Intervention Materials for summer programming.	Jessica Crampton	10/24/2023	08/10/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • ECC • Godfrey Elementary 				
Professional Development in how to plan for instruction using curricular resources and intervention materials for summer school programming.	Jessica Crampton	10/24/2023	08/10/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> ECC Godfrey Elementary Lee Middle School 				
<p>3rd Grade Warm-Up will be provided to the first week in August 2024 to support 3rd grade students transition to a new building. This program will be overseen by the building principal and will help to educate families regarding the importance of regular attendance, teach students daily routines and build relationships to enhance student engagement and learning. This program runs for 4 days, 6.5 hours a day. Three - five upper elementary school teachers, one bilingual success coach and one special education teacher will be recruited and hired to support this program for our learners.</p>	<p>Johana Rodriguez</p>	<p>10/24/2023</p>	<p>08/10/2024</p>	<p>ONTARGET</p>
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> Godfrey Elementary 				
<p>6th Grade Warm-Up will be provided to the first week in August 2024 to support 6th grade students transitioning to a new building. This program will be overseen by the building principal and will help to educate families regarding the importance of regular attendance, teach students daily routines and build relationships to</p>	<p>Addie Rose</p>	<p>10/24/2023</p>	<p>08/10/2024</p>	<p>ONTARGET</p>

Activity	Owner	Start Date	Due Date	Status
<p>enhance student engagement and learning. This program runs for 4 days, 6.5 hours a day. Three - five middle school teachers, one bilingual success coach and one special education teacher will be recruited and hired to support this program for our learners.</p>				
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> Lee Middle School 				
<p>Kindergarden Jump Start will be provided the first week in August 2024 to support kindergarden students transition to school. This program will be overseen by the building principal and will help to educate familes regarding the importance of regular attendance, teach students daily routines and build relationships to enhance student engagement and learning. This program runs for 4 days, 6.5 hours a day. Five Kindergarden teachers, one bilingual success coach and one special education teacher will be recruited and hired to support this program for our youngest learners.</p>	Andrew Smith	10/24/2023	08/10/2024	ONTARGET
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> ECC 				
<p>9th Grade Legendary Learners will be held the first week of August 2024 to support 9th grade</p>	Andy Steketee	10/24/2023	08/10/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>students' transition to a new building. This program will be overseen by the building principal and will help to educate families regarding the importance of regular attendance, teach students daily routines and build relationships to enhance student engagement and learning. This program runs for 4 days, 6.5 hours a day. Three high school teachers, one bilingual success coach and one special education teacher will be recruited and hired to support this program for our learners.</p>				
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> • Lee High School 				