

2019-20 School Improvement Plan

Zinser Elementary School

Kenowa Hills Public Schools

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GRAND RAPIDS, MI 49534-2102

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Overview

Plan Name

2019-20 School Improvement Plan

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 math. | Objectives: 6 Strategies: 3 Activities: 5 | Academic | \$0 |
| 2 | All students will be proficient in reading. | Objectives: 4 Strategies: 3 Activities: 5 | Academic | \$0 |
| 3 | All students will be proficient in science. | Objectives: 1 Strategies: 2 Activities: 2 | Academic | \$0 |
| 4 | All students will be proficient in social studies. | Objectives: 1 Strategies: 2 Activities: 2 | Academic | \$0 |
| 5 | All students will take part in a positive school culture. | Objectives: 1 Strategies: 3 Activities: 7 | Organizational | \$30000 |
| 6 | All students will be proficient in writing. | Objectives: 1 Strategies: 2 Activities: 2 | Academic | \$0 |
| 7 | All students will be provided with opportunities to build college and career readiness. | Objectives: 1 Strategies: 1 Activities: 3 | Organizational | \$60000 |

Goal 1: All students will be proficient in math.

Measurable Objective 1:

85% of Third, Fourth and Fifth grade students will demonstrate a proficiency in the subject in Mathematics by 06/07/2019 as measured by Spring 2019 M-STEP.

(shared) Strategy 1:

Effective Instructional Framework - Gradual Release of Responsibility (GRR) - The gradual release of responsibility model or GRR model is an instructional model of teaching which is a designed method of pedagogy framed around a process devolving responsibility within the learning process from the teacher to the eventual independence of the learner. There are four main interactive components called Focus Lesson, Guided Instruction, Collaborative Learning and Independent Work. The gradual release of responsibility model of instruction has been documented as an effective approach for improving achievement.

Category: Learning Support Systems

Research Cited: •Fisher, D. and N. Frey, "Implementing a Schoolwide Literacy Framework: Improving Achievement in an Urban Elementary School," The Reading Teacher, 61, 2007, pp. 32-45. •Fisher, Douglas, and Nancy Frey. Better learning through structured teaching: A framework for the gradual release of responsibility. ASCD, 2013. •Van de Pol, Janneke, Monique Volman, and Jos Beishuizen. "Scaffolding in teacher–student interaction: A decade of research." Educational Psychology Review 22.3 (2010): 271-296. •Brown and Lara, 2011 Brown, L. & Lara, V. (2011. Oct. 9). Professional Development Module on Collaborative Learning. El Paso Community College, Texas; USA. Retrieved 5 Nov. 2011

Tier: Tier 1

| Activity - Gradual Release of Responsibility - Collaborative Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|---------|------------|------------|-------------------|-------------------|--|
| Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction. 2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3. Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems. | Academic Support Program, Direct Instruction | Tier 1 | Monitor | 08/27/2018 | 06/07/2019 | \$0 | Other | All staff, including instructional coach |

(shared) Strategy 2:

Guaranteed and Viable Curriculum - A Guaranteed and Viable Curriculum (GVC) - The essential components of a GVC include: 1) essential content identified for all students; 2) adequate time for students to master the essential content; 3) both instruction and assessment that is aligned with the essential content; 4) consistent use of vocabulary used in all classes (regardless of teacher, building, or course section); and 5) a focus on student achievement goals and targets.

Category: Learning Support Systems

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Development. What Works in Schools (ASCD, 2003) • DuFour, R., & Marzano, R. J. (2011). Leaders of learning: How district, school, and classroom leaders improve student achievement. Bloomington, IN: Solution Tree Press.

Tier: Tier 1

| Activity - Extended Day Learning Opportunities | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|-----------|------------|------------|-------------------|-------------------|---|
| The school will provide extended day opportunities to include: before/after school tutoring or tier 2 support and summer school. | Technology , Academic Support Program | Tier 2 | Implement | 08/27/2018 | 06/07/2019 | \$0 | Other | Teachers and administrator |
| Activity - Instructional Coach | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Instructional Coach will support teachers in and out of the classroom with evidence based teaching strategies. | Technology , Academic Support Program, Curriculum Development, Direct Instruction | Tier 1 | Implement | 08/27/2018 | 06/07/2019 | \$0 | Other | Instructional coach, teachers and administrator |
| Activity - Multi-Tiered System of Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.). Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer. | Behavioral Support Program, Academic Support Program | Tier 2 | Monitor | 08/27/2018 | 06/07/2019 | \$0 | Section 31a | All |

(shared) Strategy 3:

Competency-based, personalized learning system of education - The time for competency education has come. It is vitally important for our country to move away from the restrictions of a time-based system. The reasons are many: To ensure that all students succeed in building college and career readiness, consistent with the Common Core of world class knowledge and skills; To build the capacity of districts, schools and educators to respond more rapidly to the needs of students and engage in continuous improvement; To take advantage of the extraordinary technological advances in online learning for personalization, allowing students to learn at

their own pace, any time and everywhere. To provide greater flexibility for students that would otherwise not graduate from high school because they have to work or care for their families. In 2011, 100 innovators in competency education came together for the first time. At that meeting, participants fine-tuned a working definition of high quality competency education:

- Students advance upon mastery.
- Competencies include explicit, measurable, transferable learning standards that empower students.
- Assessment is meaningful and a positive learning experience for students.
- Students receive timely, differentiated support based on their individual learning needs.
- Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

Category: Learning Support Systems

Research Cited: Research Cited: Maximizing Competency Education and Blended Learning: Insights from Experts, CompetencyWorks Issue Brief (March 2015) by Susan Patrick and Chris Sturgis. •A K–12 Federal Policy Framework for Competency Education: Building Capacity for Systems Change by Maria Worthen and Lillian Pace, February 2014. •Delorenzo, Richard A., and Wendy Battino. Delivering on the promise: The education revolution. Solution Tree Press, 2013. Bramante, Fred & Colby, Rose, Off the Clock: Moving Education from Time to Competency, Corwin, 2012.

Tier: Tier 1

| Activity - Learning Management System/Technology | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|-----------|------------|------------|-------------------|-------------------|----------------------------------|
| Utilizing a LMS and technology to track student learning as they master standards. | Technology , Academic Support Program, Curriculum Development, Direct Instruction | Tier 1 | Implement | 08/27/2018 | 06/07/2019 | \$0 | General Fund | All teachers and administrators. |

Measurable Objective 2:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency of the grade level RIT score in Mathematics by 06/07/2019 as measured by the Spring MAP 2019.

(shared) Strategy 1:

Effective Instructional Framework - Gradual Release of Responsibility (GRR) - The gradual release of responsibility model or GRR model is an instructional model of teaching which is a designed method of pedagogy framed around a process devolving responsibility within the learning process from the teacher to the eventual independence of the learner. There are four main interactive components called Focus Lesson, Guided Instruction, Collaborative Learning and Independent Work. The gradual release of responsibility model of instruction has been documented as an effective approach for improving achievement.

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Tier: Tier 1

| Activity - Gradual Release of Responsibility - Collaborative Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction. 2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3. Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems. | Academic Support Program, Direct Instruction | Tier 1 | Monitor | 08/27/2018 | 06/07/2019 | \$0 | Other | All staff, including instructional coach |

(shared) Strategy 2:

Guaranteed and Viable Curriculum - A Guaranteed and Viable Curriculum (GVC) - The essential components of a GVC include: 1) essential content identified for all students; 2) adequate time for students to master the essential content; 3) both instruction and assessment that is aligned with the essential content; 4) consistent use of vocabulary used in all classes (regardless of teacher, building, or course section); and 5) a focus on student achievement goals and targets.

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Tier: Tier 1

| Activity - Extended Day Learning Opportunities | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------------------------------|--------|-----------|------------|------------|-------------------|-------------------|----------------------------|
| The school will provide extended day opportunities to include: before/after school tutoring or tier 2 support and summer school. | Technology , Academic Support Program | Tier 2 | Implement | 08/27/2018 | 06/07/2019 | \$0 | Other | Teachers and administrator |

| Activity - Instructional Coach | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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| Instructional Coach will support teachers in and out of the classroom with evidence based teaching strategies. | Technology , Academic Support Program, Curriculum Development, Direct Instruction | Tier 1 | Implement | 08/27/2018 | 06/07/2019 | \$0 | Other | Instructional coach, teachers and administrator |
|--|---|--------|-----------|------------|------------|-----|-------|---|

| Activity - Multi-Tiered System of Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|---------|------------|------------|-------------------|-------------------|-------------------|
| An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.). Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer. | Behavioral Support Program, Academic Support Program | Tier 2 | Monitor | 08/27/2018 | 06/07/2019 | \$0 | Section 31a | All |

(shared) Strategy 3:

Competency-based, personalized learning system of education - The time for competency education has come. It is vitally important for our country to move away from the restrictions of a time-based system. The reasons are many: To ensure that all students succeed in building college and career readiness, consistent with the Common Core of world class knowledge and skills; To build the capacity of districts, schools and educators to respond more rapidly to the needs of students and engage in continuous improvement; To take advantage of the extraordinary technological advances in online learning for personalization, allowing students to learn at their own pace, any time and everywhere. To provide greater flexibility for students that would otherwise not graduate from high school because they have to work or care for their families. In 2011, 100 innovators in competency education came together for the first time. At that meeting, participants fine-tuned a working definition of high quality competency education:

- Students advance upon mastery.
- Competencies include explicit, measurable, transferable learning standards that empower students.
- Assessment is meaningful and a positive learning experience for students.
- Students receive timely, differentiated support based on their individual learning needs.
- Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

Category: Learning Support Systems

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Tier: Tier 1

| Activity - Learning Management System/Technology | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|-----------|------------|------------|-------------------|-------------------|----------------------------------|
| Utilizing a LMS and technology to track student learning as they master standards. | Technology , Academic Support Program, Curriculum Development, Direct Instruction | Tier 1 | Implement | 08/27/2018 | 06/07/2019 | \$0 | General Fund | All teachers and administrators. |

Measurable Objective 3:

A 6% increase of Fifth grade Students with Disabilities students will demonstrate a proficiency in the content in Mathematics by 06/07/2019 as measured by the Spring M-STEP 2019.

(shared) Strategy 1:

Effective Instructional Framework - Gradual Release of Responsibility (GRR) - The gradual release of responsibility model or GRR model is an instructional model of teaching which is a designed method of pedagogy framed around a process devolving responsibility within the learning process from the teacher to the eventual independence of the learner. There are four main interactive components called Focus Lesson, Guided Instruction, Collaborative Learning and Independent Work. The gradual release of responsibility model of instruction has been documented as an effective approach for improving achievement.

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Tier: Tier 1

| Activity - Gradual Release of Responsibility - Collaborative Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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|--|--|--------|---------|------------|------------|-----|-------|--|

(shared) Strategy 2:

Guaranteed and Viable Curriculum - A Guaranteed and Viable Curriculum (GVC) - The essential components of a GVC include: 1) essential content identified for all students; 2) adequate time for students to master the essential content; 3) both instruction and assessment that is aligned with the essential content; 4) consistent use of vocabulary used in all classes (regardless of teacher, building, or course section); and 5) a focus on student achievement goals and targets.

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Tier: Tier 1

| Activity - Extended Day Learning Opportunities | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------------------------------|--------|-----------|------------|------------|-------------------|-------------------|----------------------------|
| The school will provide extended day opportunities to include: before/after school tutoring or tier 2 support and summer school. | Technology , Academic Support Program | Tier 2 | Implement | 08/27/2018 | 06/07/2019 | \$0 | Other | Teachers and administrator |

| Activity - Instructional Coach | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|-----------|------------|------------|-------------------|-------------------|---|
| Instructional Coach will support teachers in and out of the classroom with evidence based teaching strategies. | Technology , Academic Support Program, Curriculum Development, Direct Instruction | Tier 1 | Implement | 08/27/2018 | 06/07/2019 | \$0 | Other | Instructional coach, teachers and administrator |

| Activity - Multi-Tiered System of Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| <p>An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.). Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.</p> | <p>Behavioral Support Program, Academic Support Program</p> | <p>Tier 2</p> | <p>Monitor</p> | <p>08/27/2018</p> | <p>06/07/2019</p> | <p>\$0</p> | <p>Section 31a</p> | <p>All</p> |
|---|---|---------------|----------------|-------------------|-------------------|------------|--------------------|------------|

(shared) Strategy 3:

Competency-based, personalized learning system of education - The time for competency education has come. It is vitally important for our country to move away from the restrictions of a time-based system. The reasons are many: To ensure that all students succeed in building college and career readiness, consistent with the Common Core of world class knowledge and skills; To build the capacity of districts, schools and educators to respond more rapidly to the needs of students and engage in continuous improvement; To take advantage of the extraordinary technological advances in online learning for personalization, allowing students to learn at their own pace, any time and everywhere. To provide greater flexibility for students that would otherwise not graduate from high school because they have to work or care for their families. In 2011, 100 innovators in competency education came together for the first time. At that meeting, participants fine-tuned a working definition of high quality competency education:

- Students advance upon mastery.
- Competencies include explicit, measurable, transferable learning standards that empower students.
- Assessment is meaningful and a positive learning experience for students.
- Students receive timely, differentiated support based on their individual learning needs.
- Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

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Tier: Tier 1

| Activity - Learning Management System/Technology | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| Utilizing a LMS and technology to track student learning as they master standards. | Technology , Academic Support Program, Curriculum Development, Direct Instruction | Tier 1 | Implement | 08/27/2018 | 06/07/2019 | \$0 | General Fund | All teachers and administrators. |
|--|---|--------|-----------|------------|------------|-----|--------------|----------------------------------|

Measurable Objective 4:

A 7% increase of Fifth grade Female students will demonstrate a proficiency in the content in Mathematics by 06/07/2019 as measured by the Spring M-STEP 2019.

(shared) Strategy 1:

Effective Instructional Framework - Gradual Release of Responsibility (GRR) - The gradual release of responsibility model or GRR model is an instructional model of teaching which is a designed method of pedagogy framed around a process devolving responsibility within the learning process from the teacher to the eventual independence of the learner. There are four main interactive components called Focus Lesson, Guided Instruction, Collaborative Learning and Independent Work. The gradual release of responsibility model of instruction has been documented as an effective approach for improving achievement.

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Tier: Tier 1

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of vocabulary used in all classes (regardless of teacher, building, or course section); and 5) a focus on student achievement goals and targets.

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| An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.). Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer. | Behavioral Support Program, Academic Support Program | Tier 2 | Monitor | 08/27/2018 | 06/07/2019 | \$0 | Section 31a | All |

(shared) Strategy 3:

Competency-based, personalized learning system of education - The time for competency education has come. It is vitally important for our country to move away from

the restrictions of a time-based system. The reasons are many: To ensure that all students succeed in building college and career readiness, consistent with the Common Core of world class knowledge and skills; To build the capacity of districts, schools and educators to respond more rapidly to the needs of students and engage in continuous improvement; To take advantage of the extraordinary technological advances in online learning for personalization, allowing students to learn at their own pace, any time and everywhere. To provide greater flexibility for students that would otherwise not graduate from high school because they have to work or care for their families. In 2011, 100 innovators in competency education came together for the first time. At that meeting, participants fine-tuned a working definition of high quality competency education:

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- Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

Category: Learning Support Systems

Research Cited: Research Cited: Maximizing Competency Education and Blended Learning: Insights from Experts, CompetencyWorks Issue Brief (March 2015) by Susan Patrick and Chris Sturgis. •A K–12 Federal Policy Framework for Competency Education: Building Capacity for Systems Change by Maria Worthen and Lillian Pace, February 2014. •Delorenzo, Richard A., and Wendy Battino. Delivering on the promise: The education revolution. Solution Tree Press, 2013. Bramante, Fred & Colby, Rose, Off the Clock: Moving Education from Time to Competency, Corwin, 2012.

Tier: Tier 1

| Activity - Learning Management System/Technology | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|-----------|------------|------------|-------------------|-------------------|----------------------------------|
| Utilizing a LMS and technology to track student learning as they master standards. | Technology , Academic Support Program, Curriculum Development, Direct Instruction | Tier 1 | Implement | 08/27/2018 | 06/07/2019 | \$0 | General Fund | All teachers and administrators. |

Measurable Objective 5:

A 7% increase of Fourth grade Female students will demonstrate a proficiency in the content in Mathematics by 06/07/2019 as measured by the Spring M-STEP 2019.

(shared) Strategy 1:

Effective Instructional Framework - Gradual Release of Responsibility (GRR) - The gradual release of responsibility model or GRR model is an instructional model of teaching which is a designed method of pedagogy framed around a process devolving responsibility within the learning process from the teacher to the eventual independence of the learner. There are four main interactive components called Focus Lesson, Guided Instruction, Collaborative Learning and Independent Work. The gradual release of responsibility model of instruction has been documented as an effective approach for improving achievement.

Category: Learning Support Systems

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Research Cited: •Fisher, D. and N. Frey, "Implementing a Schoolwide Literacy Framework: Improving Achievement in an Urban Elementary School," The Reading Teacher, 61, 2007, pp. 32-45. •Fisher, Douglas, and Nancy Frey. Better learning through structured teaching: A framework for the gradual release of responsibility. ASCD, 2013. •Van de Pol, Janneke, Monique Volman, and Jos Beishuizen. "Scaffolding in teacher–student interaction: A decade of research." Educational Psychology Review 22.3 (2010): 271-296. •Brown and Lara, 2011 Brown, L. & Lara, V. (2011. Oct. 9). Professional Development Module on Collaborative Learning. El Paso Community College, Texas; USA. Retrieved 5 Nov. 2011

Tier: Tier 1

| Activity - Gradual Release of Responsibility - Collaborative Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|---------|------------|------------|-------------------|-------------------|--|
| Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction.2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3.Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems. | Academic Support Program, Direct Instruction | Tier 1 | Monitor | 08/27/2018 | 06/07/2019 | \$0 | Other | All staff, including instructional coach |

(shared) Strategy 2:

Guaranteed and Viable Curriculum - A Guaranteed and Viable Curriculum (GVC) - The essential components of a GVC include: 1) essential content identified for all students; 2) adequate time for students to master the essential content; 3) both instruction and assessment that is aligned with the essential content; 4) consistent use of vocabulary used in all classes (regardless of teacher, building, or course section); and 5) a focus on student achievement goals and targets.

Category: Learning Support Systems

Research Cited: •Marzano, R. J. (2003). What works in schools: Translating research into action. Alexandria, Va: Association for Supervision and Curriculum Development.What Works in Schools (ASCD, 2003) • DuFour, R., & Marzano, R. J. (2011). Leaders of learning: How district, school, and classroom leaders improve student achievement. Bloomington, IN: Solution Tree Press.

Tier: Tier 1

| Activity - Extended Day Learning Opportunities | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------------------------------|--------|-----------|------------|------------|-------------------|-------------------|----------------------------|
| The school will provide extended day opportunities to include: before/after school tutoring or tier 2 support and summer school. | Technology , Academic Support Program | Tier 2 | Implement | 08/27/2018 | 06/07/2019 | \$0 | Other | Teachers and administrator |

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| Activity - Instructional Coach | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|-----------|------------|------------|-------------------|-------------------|---|
| Instructional Coach will support teachers in and out of the classroom with evidence based teaching strategies. | Technology , Academic Support Program, Curriculum Development, Direct Instruction | Tier 1 | Implement | 08/27/2018 | 06/07/2019 | \$0 | Other | Instructional coach, teachers and administrator |

| Activity - Multi-Tiered System of Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|---------|------------|------------|-------------------|-------------------|-------------------|
| An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.). Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer. | Behavioral Support Program, Academic Support Program | Tier 2 | Monitor | 08/27/2018 | 06/07/2019 | \$0 | Section 31a | All |

(shared) Strategy 3:

Competency-based, personalized learning system of education - The time for competency education has come. It is vitally important for our country to move away from the restrictions of a time-based system. The reasons are many: To ensure that all students succeed in building college and career readiness, consistent with the Common Core of world class knowledge and skills; To build the capacity of districts, schools and educators to respond more rapidly to the needs of students and engage in continuous improvement; To take advantage of the extraordinary technological advances in online learning for personalization, allowing students to learn at their own pace, any time and everywhere. To provide greater flexibility for students that would otherwise not graduate from high school because they have to work or care for their families. In 2011, 100 innovators in competency education came together for the first time. At that meeting, participants fine-tuned a working definition of high quality competency education:

- Students advance upon mastery.
- Competencies include explicit, measurable, transferable learning standards that empower students.
- Assessment is meaningful and a positive learning experience for students.
- Students receive timely, differentiated support based on their individual learning needs.
- Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

Category: Learning Support Systems

Research Cited: Research Cited: Maximizing Competency Education and Blended Learning: Insights from Experts, CompetencyWorks Issue Brief (March 2015) by

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Susan Patrick and Chris Sturgis. •A K–12 Federal Policy Framework for Competency Education: Building Capacity for Systems Change by Maria Worthen and Lillian Pace, February 2014. •Delorenzo, Richard A., and Wendy Battino. Delivering on the promise: The education revolution. Solution Tree Press, 2013. Bramante, Fred & Colby, Rose, Off the Clock: Moving Education from Time to Competency, Corwin, 2012.

Tier: Tier 1

| Activity - Learning Management System/Technology | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|-----------|------------|------------|-------------------|-------------------|----------------------------------|
| Utilizing a LMS and technology to track student learning as they master standards. | Technology , Academic Support Program, Curriculum Development, Direct Instruction | Tier 1 | Implement | 08/27/2018 | 06/07/2019 | \$0 | General Fund | All teachers and administrators. |

Measurable Objective 6:

A 7% increase of Fourth and Fifth grade Economically Disadvantaged students will demonstrate a proficiency in the content in Mathematics by 06/07/2019 as measured by the Spring M-STEP 2019.

(shared) Strategy 1:

Effective Instructional Framework - Gradual Release of Responsibility (GRR) - The gradual release of responsibility model or GRR model is an instructional model of teaching which is a designed method of pedagogy framed around a process devolving responsibility within the learning process from the teacher to the eventual independence of the learner. There are four main interactive components called Focus Lesson, Guided Instruction, Collaborative Learning and Independent Work. The gradual release of responsibility model of instruction has been documented as an effective approach for improving achievement.

Category: Learning Support Systems

Research Cited: •Fisher, D. and N. Frey, "Implementing a Schoolwide Literacy Framework: Improving Achievement in an Urban Elementary School," The Reading Teacher, 61, 2007, pp. 32-45. •Fisher, Douglas, and Nancy Frey. Better learning through structured teaching: A framework for the gradual release of responsibility. ASCD, 2013. •Van de Pol, Janneke, Monique Volman, and Jos Beishuizen. "Scaffolding in teacher–student interaction: A decade of research." Educational Psychology Review 22.3 (2010): 271-296. •Brown and Lara, 2011 Brown, L. & Lara, V. (2011. Oct. 9). Professional Development Module on Collaborative Learning. El Paso Community College, Texas; USA. Retrieved 5 Nov. 2011

Tier: Tier 1

| Activity - Gradual Release of Responsibility - Collaborative Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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| Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction. 2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3. Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems. | Academic Support Program, Direct Instruction | Tier 1 | Monitor | 08/27/2018 | 06/07/2019 | \$0 | Other | All staff, including instructional coach |
|--|--|--------|---------|------------|------------|-----|-------|--|

(shared) Strategy 2:

Guaranteed and Viable Curriculum - A Guaranteed and Viable Curriculum (GVC) - The essential components of a GVC include: 1) essential content identified for all students; 2) adequate time for students to master the essential content; 3) both instruction and assessment that is aligned with the essential content; 4) consistent use of vocabulary used in all classes (regardless of teacher, building, or course section); and 5) a focus on student achievement goals and targets.

Category: Learning Support Systems

Research Cited: •Marzano, R. J. (2003). What works in schools: Translating research into action. Alexandria, Va: Association for Supervision and Curriculum Development. What Works in Schools (ASCD, 2003) • DuFour, R., & Marzano, R. J. (2011). Leaders of learning: How district, school, and classroom leaders improve student achievement. Bloomington, IN: Solution Tree Press.

Tier: Tier 1

| Activity - Extended Day Learning Opportunities | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------------------------------|--------|-----------|------------|------------|-------------------|-------------------|----------------------------|
| The school will provide extended day opportunities to include: before/after school tutoring or tier 2 support and summer school. | Technology , Academic Support Program | Tier 2 | Implement | 08/27/2018 | 06/07/2019 | \$0 | Other | Teachers and administrator |

| Activity - Instructional Coach | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|-----------|------------|------------|-------------------|-------------------|---|
| Instructional Coach will support teachers in and out of the classroom with evidence based teaching strategies. | Technology , Academic Support Program, Curriculum Development, Direct Instruction | Tier 1 | Implement | 08/27/2018 | 06/07/2019 | \$0 | Other | Instructional coach, teachers and administrator |

| Activity - Multi-Tiered System of Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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|---|---|---------------|----------------|-------------------|-------------------|------------|--------------------|------------|
| <p>An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.). Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.</p> | <p>Behavioral Support Program, Academic Support Program</p> | <p>Tier 2</p> | <p>Monitor</p> | <p>08/27/2018</p> | <p>06/07/2019</p> | <p>\$0</p> | <p>Section 31a</p> | <p>All</p> |
|---|---|---------------|----------------|-------------------|-------------------|------------|--------------------|------------|

(shared) Strategy 3:

Competency-based, personalized learning system of education - The time for competency education has come. It is vitally important for our country to move away from the restrictions of a time-based system. The reasons are many: To ensure that all students succeed in building college and career readiness, consistent with the Common Core of world class knowledge and skills; To build the capacity of districts, schools and educators to respond more rapidly to the needs of students and engage in continuous improvement; To take advantage of the extraordinary technological advances in online learning for personalization, allowing students to learn at their own pace, any time and everywhere. To provide greater flexibility for students that would otherwise not graduate from high school because they have to work or care for their families. In 2011, 100 innovators in competency education came together for the first time. At that meeting, participants fine-tuned a working definition of high quality competency education:

- Students advance upon mastery.
- Competencies include explicit, measurable, transferable learning standards that empower students.
- Assessment is meaningful and a positive learning experience for students.
- Students receive timely, differentiated support based on their individual learning needs.
- Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

Category: Learning Support Systems

Research Cited: Research Cited: Maximizing Competency Education and Blended Learning: Insights from Experts, CompetencyWorks Issue Brief (March 2015) by Susan Patrick and Chris Sturgis. •A K–12 Federal Policy Framework for Competency Education: Building Capacity for Systems Change by Maria Worthen and Lillian Pace, February 2014. •Delorenzo, Richard A., and Wendy Battino. Delivering on the promise: The education revolution. Solution Tree Press, 2013. Bramante, Fred & Colby, Rose, Off the Clock: Moving Education from Time to Competency, Corwin, 2012.

Tier: Tier 1

| Activity - Learning Management System/Technology | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

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|--|---|--------|-----------|------------|------------|-----|--------------|----------------------------------|
| Utilizing a LMS and technology to track student learning as they master standards. | Technology , Academic Support Program, Curriculum Development, Direct Instruction | Tier 1 | Implement | 08/27/2018 | 06/07/2019 | \$0 | General Fund | All teachers and administrators. |
|--|---|--------|-----------|------------|------------|-----|--------------|----------------------------------|

Goal 2: All students will be proficient in reading.

Measurable Objective 1:

85% of Third, Fourth and Fifth grade students will demonstrate a proficiency in reading in English Language Arts by 06/07/2019 as measured by Spring 2019 M-STEP.

(shared) Strategy 1:

Guaranteed and Viable Curriculum - by guaranteeing that every teacher possesses and utilizes curriculum and resources that align to the Common Core State Standards.

Category:

Research Cited: What Works in Schools by Robert Marzano

Tier:

| Activity - Extended Day Learning Opportunities | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------------------------------|--------|-----------|------------|------------|-------------------|-------------------|-----------------------------|
| The school will provide extended day opportunities to include: before/after school tutoring or tier 2 support and summer school. | Technology , Academic Support Program | Tier 2 | Implement | 08/26/2019 | 06/05/2020 | \$0 | Other | Teachers and administrators |

| Activity - Instructional Coach | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|---------|------------|------------|-------------------|-------------------|----------------------------|
| Instructional Coaches will support teachers in and out of class with implementing evidence based teaching strategies. | Technology , Academic Support Program, Curriculum Development, Direct Instruction | Tier 1 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | Other | Teachers and administrator |

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| Activity - Multi-Tiered System of Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|---------|------------|------------|-------------------|-------------------|----------------------------|
| An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and intervention matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.). Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer. | Behavioral Support Program, Technology , Academic Support Program | Tier 2 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | Other | Teachers and administrator |

(shared) Strategy 2:

Effective Instructional Framework- Gradual Release of Responsibility (GRR) - A Guaranteed and Viable Curriculum (GVC) - The essential components of a GVC include: 1) essential content identified for all students; 2) adequate time for students to master the essential content; 3) both instruction and assessment that is aligned with the essential content; 4) consistent use of vocabulary used in all classes (regardless of teacher, building, or course section); and 5) a focus on student achievement goals and targets.

Category: Learning Support Systems

Research Cited: •Marzano, R. J. (2003). What works in schools: Translating research into action. Alexandria, Va: Association for Supervision and Curriculum Development. What Works in Schools (ASCD, 2003) • DuFour, R., & Marzano, R. J. (2011). Leaders of learning: How district, school, and classroom leaders improve student achievement. Bloomington, IN: Solution Tree Press.

Tier: Tier 1

| Activity - Gradual Release of Responsibility- Collaborative Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|---------|------------|------------|-------------------|-------------------|--|
| Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction. 2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3. Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems. | Academic Support Program, Direct Instruction | Tier 1 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | Other | All staff, including instructional coach |

(shared) Strategy 3:

Competency-based Personalized learning system of education - The time for competency education has come. It is vitally important for our country to move away from

the restrictions of a time-based system. The reasons are many: To ensure that all students succeed in building college and career readiness, consistent with the Common Core of world class knowledge and skills; To build the capacity of districts, schools and educators to respond more rapidly to the needs of students and engage in continuous improvement; To take advantage of the extraordinary technological advances in online learning for personalization, allowing students to learn at their own pace, any time and everywhere. To provide greater flexibility for students that would otherwise not graduate from high school because they have to work or care for their families. In 2011, 100 innovators in competency education came together for the first time. At that meeting, participants fine-tuned a working definition of high quality competency education:

- Students advance upon mastery.
- Competencies include explicit, measurable, transferable learning standards that empower students.
- Assessment is meaningful and a positive learning experience for students.
- Students receive timely, differentiated support based on their individual learning needs.
- Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

Category: Learning Support Systems

Research Cited: Research Cited: Maximizing Competency Education and Blended Learning: Insights from Experts, CompetencyWorks Issue Brief (March 2015) by Susan Patrick and Chris Sturgis. •A K–12 Federal Policy Framework for Competency Education: Building Capacity for Systems Change by Maria Worthen and Lillian Pace, February 2014. •Delorenzo, Richard A., and Wendy Battino. Delivering on the promise: The education revolution. Solution Tree Press, 2013. Bramante, Fred & Colby, Rose, Off the Clock: Moving Education from Time to Competency, Corwin, 2012.

Tier: Tier 1

| Activity - Learning Management System/Technology | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|-----------|------------|------------|-------------------|-------------------|---------------------------------|
| Using a LMS and technology to track student learning as they master standards. | Academic Support Program, Curriculum Development | Tier 2 | Implement | 08/26/2019 | 06/05/2020 | \$0 | General Fund | All teachers and administrators |

Measurable Objective 2:

A 2% increase of Fourth grade Economically Disadvantaged students will demonstrate a proficiency in reading in English Language Arts by 06/07/2019 as measured by the Spring 2019 M-STEP.

(shared) Strategy 1:

Guaranteed and Viable Curriculum - by guaranteeing that every teacher possesses and utilizes curriculum and resources that align to the Common Core State Standards.

Category:

Research Cited: What Works in Schools by Robert Marzano

Tier:

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| Activity - Extended Day Learning Opportunities | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------------------------------|--------|-----------|------------|------------|-------------------|-------------------|-----------------------------|
| The school will provide extended day opportunities to include: before/after school tutoring or tier 2 support and summer school. | Technology , Academic Support Program | Tier 2 | Implement | 08/26/2019 | 06/05/2020 | \$0 | Other | Teachers and administrators |

| Activity - Instructional Coach | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|---------|------------|------------|-------------------|-------------------|----------------------------|
| Instructional Coaches will support teachers in and out of class with implementing evidence based teaching strategies. | Technology , Academic Support Program, Curriculum Development, Direct Instruction | Tier 1 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | Other | Teachers and administrator |

| Activity - Multi-Tiered System of Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|---------|------------|------------|-------------------|-------------------|----------------------------|
| An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and intervention matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.). Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer. | Behavioral Support Program, Technology , Academic Support Program | Tier 2 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | Other | Teachers and administrator |

(shared) Strategy 2:

Effective Instructional Framework- Gradual Release of Responsibility (GRR) - A Guaranteed and Viable Curriculum (GVC) - The essential components of a GVC include: 1) essential content identified for all students; 2) adequate time for students to master the essential content; 3) both instruction and assessment that is aligned with the essential content; 4) consistent use of vocabulary used in all classes (regardless of teacher, building, or course section); and 5) a focus on student achievement goals and targets.

Category: Learning Support Systems

Research Cited: •Marzano, R. J. (2003). What works in schools: Translating research into action. Alexandria, Va: Association for Supervision and Curriculum Development. What Works in Schools (ASCD, 2003) • DuFour, R., & Marzano, R. J. (2011). Leaders of learning: How district, school, and classroom leaders improve student achievement. Bloomington, IN: Solution Tree Press.

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Tier: Tier 1

| Activity - Gradual Release of Responsibility- Collaborative Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|---------|------------|------------|-------------------|-------------------|--|
| Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction. 2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3. Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems. | Academic Support Program, Direct Instruction | Tier 1 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | Other | All staff, including instructional coach |

(shared) Strategy 3:

Competency-based Personalized learning system of education - The time for competency education has come. It is vitally important for our country to move away from the restrictions of a time-based system. The reasons are many: To ensure that all students succeed in building college and career readiness, consistent with the Common Core of world class knowledge and skills; To build the capacity of districts, schools and educators to respond more rapidly to the needs of students and engage in continuous improvement; To take advantage of the extraordinary technological advances in online learning for personalization, allowing students to learn at their own pace, any time and everywhere. To provide greater flexibility for students that would otherwise not graduate from high school because they have to work or care for their families. In 2011, 100 innovators in competency education came together for the first time. At that meeting, participants fine-tuned a working definition of high quality competency education:

- Students advance upon mastery.
- Competencies include explicit, measurable, transferable learning standards that empower students.
- Assessment is meaningful and a positive learning experience for students.
- Students receive timely, differentiated support based on their individual learning needs.
- Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

Category: Learning Support Systems

Research Cited: Research Cited: Maximizing Competency Education and Blended Learning: Insights from Experts, CompetencyWorks Issue Brief (March 2015) by Susan Patrick and Chris Sturgis. •A K–12 Federal Policy Framework for Competency Education: Building Capacity for Systems Change by Maria Worthen and Lillian Pace, February 2014. •Delorenzo, Richard A., and Wendy Battino. Delivering on the promise: The education revolution. Solution Tree Press, 2013. Bramante, Fred & Colby, Rose, Off the Clock: Moving Education from Time to Competency, Corwin, 2012.

Tier: Tier 1

| Activity - Learning Management System/Technology | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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| Using a LMS and technology to track student learning as they master standards. | Academic Support Program, Curriculum Development | Tier 2 | Implement | 08/26/2019 | 06/05/2020 | \$0 | General Fund | All teachers and administrators |
|--|--|--------|-----------|------------|------------|-----|--------------|---------------------------------|

Measurable Objective 3:

A 3% increase of Fifth grade Students with Disabilities students will demonstrate a proficiency in reading in English Language Arts by 06/07/2019 as measured by the Spring 2019 M-STEP.

(shared) Strategy 1:

Guaranteed and Viable Curriculum - by guaranteeing that every teacher possesses and utilizes curriculum and resources that align to the Common Core State Standards.

Category:

Research Cited: What Works in Schools by Robert Marzano

Tier:

| Activity - Extended Day Learning Opportunities | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------------------------------|--------|-----------|------------|------------|-------------------|-------------------|-----------------------------|
| The school will provide extended day opportunities to include: before/after school tutoring or tier 2 support and summer school. | Technology , Academic Support Program | Tier 2 | Implement | 08/26/2019 | 06/05/2020 | \$0 | Other | Teachers and administrators |

| Activity - Instructional Coach | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|---------|------------|------------|-------------------|-------------------|----------------------------|
| Instructional Coaches will support teachers in and out of class with implementing evidence based teaching strategies. | Technology , Academic Support Program, Curriculum Development, Direct Instruction | Tier 1 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | Other | Teachers and administrator |

| Activity - Multi-Tiered System of Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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|---|---|--------|---------|------------|------------|-----|-------|----------------------------|
| An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and intervention matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.). Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer. | Behavioral Support Program, Technology , Academic Support Program | Tier 2 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | Other | Teachers and administrator |
|---|---|--------|---------|------------|------------|-----|-------|----------------------------|

(shared) Strategy 2:

Effective Instructional Framework- Gradual Release of Responsibility (GRR) - A Guaranteed and Viable Curriculum (GVC) - The essential components of a GVC include: 1) essential content identified for all students; 2) adequate time for students to master the essential content; 3) both instruction and assessment that is aligned with the essential content; 4) consistent use of vocabulary used in all classes (regardless of teacher, building, or course section); and 5) a focus on student achievement goals and targets.

Category: Learning Support Systems

Research Cited: •Marzano, R. J. (2003). What works in schools: Translating research into action. Alexandria, Va: Association for Supervision and Curriculum Development. What Works in Schools (ASCD, 2003) • DuFour, R., & Marzano, R. J. (2011). Leaders of learning: How district, school, and classroom leaders improve student achievement. Bloomington, IN: Solution Tree Press.

Tier: Tier 1

| Activity - Gradual Release of Responsibility- Collaborative Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|---------|------------|------------|-------------------|-------------------|--|
| Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction. 2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3. Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems. | Academic Support Program, Direct Instruction | Tier 1 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | Other | All staff, including instructional coach |

(shared) Strategy 3:

Competency-based Personalized learning system of education - The time for competency education has come. It is vitally important for our country to move away from the restrictions of a time-based system. The reasons are many: To ensure that all students succeed in building college and career readiness, consistent with the Common Core of world class knowledge and skills; To build the capacity of districts, schools and educators to respond more rapidly to the needs of students and

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engage in continuous improvement; To take advantage of the extraordinary technological advances in online learning for personalization, allowing students to learn at their own pace, any time and everywhere. To provide greater flexibility for students that would otherwise not graduate from high school because they have to work or care for their families. In 2011, 100 innovators in competency education came together for the first time. At that meeting, participants fine-tuned a working definition of high quality competency education:

- Students advance upon mastery.
- Competencies include explicit, measurable, transferable learning standards that empower students.
- Assessment is meaningful and a positive learning experience for students.
- Students receive timely, differentiated support based on their individual learning needs.
- Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

Category: Learning Support Systems

Research Cited: Research Cited: Maximizing Competency Education and Blended Learning: Insights from Experts, CompetencyWorks Issue Brief (March 2015) by Susan Patrick and Chris Sturgis. •A K–12 Federal Policy Framework for Competency Education: Building Capacity for Systems Change by Maria Worthen and Lillian Pace, February 2014. •Delorenzo, Richard A., and Wendy Battino. Delivering on the promise: The education revolution. Solution Tree Press, 2013. Bramante, Fred & Colby, Rose, Off the Clock: Moving Education from Time to Competency, Corwin, 2012.

Tier: Tier 1

| Activity - Learning Management System/Technology | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|-----------|------------|------------|-------------------|-------------------|---------------------------------|
| Using a LMS and technology to track student learning as they master standards. | Academic Support Program, Curriculum Development | Tier 2 | Implement | 08/26/2019 | 06/05/2020 | \$0 | General Fund | All teachers and administrators |

Measurable Objective 4:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in reading in English Language Arts by 06/07/2019 as measured by winter 2019 NWEA MAP assessment .

(shared) Strategy 1:

Guaranteed and Viable Curriculum - by guaranteeing that every teacher possesses and utilizes curriculum and resources that align to the Common Core State Standards.

Category:

Research Cited: What Works in Schools by Robert Marzano

Tier:

| Activity - Extended Day Learning Opportunities | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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Zinser Elementary School

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|--|---------------------------------------|--------|-----------|------------|------------|-----|-------|-----------------------------|
| The school will provide extended day opportunities to include: before/after school tutoring or tier 2 support and summer school. | Technology , Academic Support Program | Tier 2 | Implement | 08/26/2019 | 06/05/2020 | \$0 | Other | Teachers and administrators |
|--|---------------------------------------|--------|-----------|------------|------------|-----|-------|-----------------------------|

| Activity - Instructional Coach | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|---------|------------|------------|-------------------|-------------------|----------------------------|
| Instructional Coaches will support teachers in and out of class with implementing evidence based teaching strategies. | Technology , Academic Support Program, Curriculum Development, Direct Instruction | Tier 1 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | Other | Teachers and administrator |

| Activity - Multi-Tiered System of Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|---------|------------|------------|-------------------|-------------------|----------------------------|
| An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and intervention matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.). Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer. | Behavioral Support Program, Technology , Academic Support Program | Tier 2 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | Other | Teachers and administrator |

(shared) Strategy 2:

Effective Instructional Framework- Gradual Release of Responsibility (GRR) - A Guaranteed and Viable Curriculum (GVC) - The essential components of a GVC include: 1) essential content identified for all students; 2) adequate time for students to master the essential content; 3) both instruction and assessment that is aligned with the essential content; 4) consistent use of vocabulary used in all classes (regardless of teacher, building, or course section); and 5) a focus on student achievement goals and targets.

Category: Learning Support Systems

Research Cited: •Marzano, R. J. (2003). What works in schools: Translating research into action. Alexandria, Va: Association for Supervision and Curriculum Development. What Works in Schools (ASCD, 2003) • DuFour, R., & Marzano, R. J. (2011). Leaders of learning: How district, school, and classroom leaders improve student achievement. Bloomington, IN: Solution Tree Press.

Tier: Tier 1

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| Activity - Gradual Release of Responsibility- Collaborative Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|---------|------------|------------|-------------------|-------------------|--|
| Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction.2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3.Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems. | Academic Support Program, Direct Instruction | Tier 1 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | Other | All staff, including instructional coach |

(shared) Strategy 3:

Competency-based Personalized learning system of education - The time for competency education has come. It is vitally important for our country to move away from the restrictions of a time-based system. The reasons are many: To ensure that all students succeed in building college and career readiness, consistent with the Common Core of world class knowledge and skills; To build the capacity of districts, schools and educators to respond more rapidly to the needs of students and engage in continuous improvement; To take advantage of the extraordinary technological advances in online learning for personalization, allowing students to learn at their own pace, any time and everywhere. To provide greater flexibility for students that would otherwise not graduate from high school because they have to work or care for their families. In 2011, 100 innovators in competency education came together for the first time. At that meeting, participants fine-tuned a working definition of high quality competency education:

- Students advance upon mastery.
- Competencies include explicit, measurable, transferable learning standards that empower students.
- Assessment is meaningful and a positive learning experience for students.
- Students receive timely, differentiated support based on their individual learning needs.
- Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

Category: Learning Support Systems

Research Cited: Research Cited: Maximizing Competency Education and Blended Learning: Insights from Experts, CompetencyWorks Issue Brief (March 2015) by Susan Patrick and Chris Sturgis. •A K–12 Federal Policy Framework for Competency Education: Building Capacity for Systems Change by Maria Worthen and Lillian Pace, February 2014. •Delorenzo, Richard A., and Wendy Battino. Delivering on the promise: The education revolution. Solution Tree Press, 2013. Bramante, Fred & Colby, Rose, Off the Clock: Moving Education from Time to Competency, Corwin, 2012.

Tier: Tier 1

| Activity - Learning Management System/Technology | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

| | | | | | | | | |
|--|--|--------|-----------|------------|------------|-----|--------------|---------------------------------|
| Using a LMS and technology to track student learning as they master standards. | Academic Support Program, Curriculum Development | Tier 2 | Implement | 08/26/2019 | 06/05/2020 | \$0 | General Fund | All teachers and administrators |
|--|--|--------|-----------|------------|------------|-----|--------------|---------------------------------|

Goal 3: All students will be proficient in science.

Measurable Objective 1:

A 9% increase of Fifth grade students will demonstrate a proficiency in all areas in Science by 06/07/2019 as measured by the Spring 2019 M-STEP.

Strategy 1:

Effective Instructional Framework - Gradual Release of Responsibility (GRR) - The gradual release of responsibility model or GRR model is an instructional model of teaching which is a designed method of pedagogy framed around a process devolving responsibility within the learning process from the teacher to the eventual independence of the learner. There are four main interactive components called Focus Lesson, Guided Instruction, Collaborative Learning and Independent Work. The gradual release of responsibility model of instruction has been documented as an effective approach for improving achievement.

Category: Learning Support Systems

Research Cited: •Fisher, D. and N. Frey, "Implementing a Schoolwide Literacy Framework: Improving Achievement in an Urban Elementary School," The Reading Teacher, 61, 2007, pp. 32-45. •Fisher, Douglas, and Nancy Frey. Better learning through structured teaching: A framework for the gradual release of responsibility. ASCD, 2013. •Van de Pol, Janneke, Monique Volman, and Jos Beishuizen. "Scaffolding in teacher–student interaction: A decade of research." Educational Psychology Review 22.3 (2010): 271-296. •Brown and Lara, 2011 Brown, L. & Lara, V. (2011. Oct. 9). Professional Development Module on Collaborative Learning. El Paso Community College, Texas; USA. Retrieved 5 Nov. 2011

Tier: Tier 1

| Activity - Collaborative Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|-----------|------------|------------|-------------------|-------------------|--|
| Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction.2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3.Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems. | Academic Support Program, Direct Instruction | Tier 1 | Implement | 08/26/2019 | 06/05/2020 | \$0 | Other | All staff, including instructional coach |

Strategy 2:

Guaranteed and Viable Curriculum - A Guaranteed and Viable Curriculum (GVC) - The essential components of a GVC include: 1) essential content identified for all students; 2) adequate time for students to master the essential content; 3) both instruction and assessment that is aligned with the essential content; 4) consistent use of vocabulary used in all classes (regardless of teacher, building, or course section); and 5) a focus on student achievement goals and targets.

Category: Learning Support Systems

Research Cited: •Marzano, R. J. (2003). What works in schools: Translating research into action. Alexandria, Va: Association for Supervision and Curriculum Development. What Works in Schools (ASCD, 2003) • DuFour, R., & Marzano, R. J. (2011). Leaders of learning: How district, school, and classroom leaders improve student achievement. Bloomington, IN: Solution Tree Press.

Tier: Tier 1

| Activity - Multi-Tiered System of Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|---------|------------|------------|-------------------|-------------------|-------------------|
| An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.). Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer. | Behavioral Support Program, Academic Support Program | Tier 2 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | Section 31a | All staff |

Goal 4: All students will be proficient in social studies.

Measurable Objective 1:

85% of Fifth grade students will demonstrate a proficiency from the M-STEP in Social Studies by 06/07/2019 as measured by the Spring 2019 M-STEP.

Strategy 1:

Effective Instructional Framework - Gradual Release of Responsibility (GRR) - The gradual release of responsibility model or GRR model is an instructional model of teaching which is a designed method of pedagogy framed around a process devolving responsibility within the learning process from the teacher to the eventual independence of the learner. There are four main interactive components called Focus Lesson, Guided Instruction, Collaborative Learning and Independent Work. The gradual release of responsibility model of instruction has been documented as an effective approach for improving achievement.

Category: Learning Support Systems

Research Cited: •Fisher, D. and N. Frey, "Implementing a Schoolwide Literacy Framework: Improving Achievement in an Urban Elementary School," The Reading Teacher, 61, 2007, pp. 32-45. •Fisher, Douglas, and Nancy Frey. Better learning through structured teaching: A framework for the gradual release of responsibility.

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ASCD, 2013. •Van de Pol, Janneke, Monique Volman, and Jos Beishuizen. "Scaffolding in teacher–student interaction: A decade of research." Educational Psychology Review 22.3 (2010): 271-296. •Brown and Lara, 2011 Brown, L. & Lara, V. (2011. Oct. 9). Professional Development Module on Collaborative Learning. El Paso Community College, Texas; USA. Retrieved 5 Nov. 2011

Tier: Tier 1

| Activity - Collaborative Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|-----------|------------|------------|-------------------|-------------------|--|
| Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction.2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3.Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems. | Academic Support Program, Direct Instruction | Tier 1 | Implement | 08/28/2017 | 06/08/2018 | \$0 | Other | All staff, including instructional coach |

Strategy 2:

Guaranteed and Viable Curriculum - A Guaranteed and Viable Curriculum (GVC) - The essential components of a GVC include: 1) essential content identified for all students; 2) adequate time for students to master the essential content; 3) both instruction and assessment that is aligned with the essential content; 4) consistent use of vocabulary used in all classes (regardless of teacher, building, or course section); and 5) a focus on student achievement goals and targets.

Category: Learning Support Systems

Research Cited: •Marzano, R. J. (2003). What works in schools: Translating research into action. Alexandria, Va: Association for Supervision and Curriculum Development.What Works in Schools (ASCD, 2003) • DuFour, R., & Marzano, R. J. (2011). Leaders of learning: How district, school, and classroom leaders improve student achievement. Bloomington, IN: Solution Tree Press.

Tier: Tier 1

| Activity - Multi-Tiered System of Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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| An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.). Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer. | Behavioral Support Program, Academic Support Program | Tier 2 | Monitor | 08/28/2017 | 06/08/2018 | \$0 | Section 31a | All staff |
|--|--|--------|---------|------------|------------|-----|-------------|-----------|

Goal 5: All students will take part in a positive school culture.

Measurable Objective 1:

demonstrate a behavior that involves positive interactions with peers and staff by 06/05/2020 as measured by a decrease in behavior referrals and increase in satisfaction by surveys..

Strategy 1:

Anti-Bullying Program - The Hero in the Hallway anti-bullying program will continue to operate with an improved focus to bring awareness to how students are negatively treating each other. The program challenges the by-stander to stand up and speak out against bullying and mean behavior.

Category: School Culture

Research Cited: Data showing the effects of bullying in schools

Tier: Tier 1

| Activity - Adult observations | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------------|------|-------|------------|------------|-------------------|-------------------|----------------------------|
| Adults will continue to monitor bullying behavior, address it when it is happening, and report it to the principal for documentation. | Behavioral Support Program | | | 08/26/2019 | 06/05/2020 | \$0 | Other | Teachers and administrator |

| Activity - Student reporting | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------------|------|-------|------------|------------|-------------------|-------------------|-------------------------------|
| Students will be challenged to report bullying and mean behavior | Behavioral Support Program | | | 08/26/2019 | 06/05/2020 | \$0 | Other | Students of Zinser Elementary |

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| Activity - Student Assembly | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------------|------|-------|------------|------------|-------------------|-------------------|----------------------------|
| The principal will help set up and implement an assembly involving students and staff that supports our anti-bullying program. | Behavioral Support Program | | | 08/26/2019 | 06/05/2020 | \$0 | Other | Administrator and teachers |

Strategy 2:

Safe and Orderly Environment - A learning community in which staff, students, parents and the community perceive and describe as safe and orderly. Stakeholders have roles that are defined in the decision-making process regarding school initiatives. PLC's and stakeholder teams work together on issues regarding curriculum, assessment, instruction, and the achievement of all students (Marzano, 2012). Stakeholders are invested in the successes of the school and all play a role in helping the learning community engage in continuous improvement.

Category: School Culture

Research Cited: •Marzano, R. J. (2003). What works in schools: Translating research into action. Alexandria, Va: Association for Supervision and Curriculum Development. What Works in Schools (ASCD, 2003) •Reeves, M. A., Kanan, L. M., & Plog, A. E. (2010). Comprehensive planning for safe learning environments: A school professional's guide to integrating physical and psychological safety. New York, NY: Routledge.

Tier: Tier 1

| Activity - Stakeholder Voice | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|---------|------------|------------|-------------------|---------------------|-------------------|
| High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop). | Parent Involvement, Community Engagement, Other, Teacher Collaboration | Tier 1 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | No Funding Required | All |

| Activity - Parent and Family Engagement | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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|--|--|--------|----------|------------|------------|-----|----------------|---------------------|
| Parent and Family Engagement continues to be a focal point for Zinser Elementary outside of the requirements of Title 1. We've continued a family literacy night, a family math night, a pastries with parents math fact morning, a goodies with grandparents reading morning, weekly communication improvements, a focus on Raz-Kids to partner with parents for reading practice and support, our traditional March is Reading Month calendar of activities, and the addition of a Fun Family February calendar. | Parent Involvement, Community Engagement | Tier 1 | Evaluate | 08/26/2019 | 06/05/2020 | \$0 | Title I Part A | All teaching staff. |
|--|--|--------|----------|------------|------------|-----|----------------|---------------------|

| Activity - Capturing Kids Hearts | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|-----------|------------|------------|-------------------|-------------------|-------------------|
| Capturing Kids Hearts training will take place at the start of the school year and revisited throughout the year | Behavioral Support Program, Professional Learning | Tier 1 | Implement | 08/26/2019 | 06/05/2020 | \$10000 | Title II Part A | All |

Strategy 3:

Social Work - increased social worker support will help students and teachers to improve behaviors in and out of the classroom environment.

Category: School Culture

Research Cited: NIMH- National Institute of Mental Health

Tier: Tier 1

| Activity - Character Ed | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------------|--------|-----------|------------|------------|-------------------|-------------------|-------------------|
| character education will be presented to students by teachers with support from our social worker | Behavioral Support Program | Tier 1 | Implement | 08/26/2019 | 06/05/2020 | \$20000 | General Fund | all |

Goal 6: All students will be proficient in writing.

Measurable Objective 1:

A 4% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in writing in English Language Arts by 06/05/2020 as measured by the Spring 2020 M-STEP.

Strategy 1:

Effective Instructional Framework - Gradual Release of Responsibility (GRR) - The gradual release of responsibility model or GRR model is an instructional model of teaching which is a designed method of pedagogy framed around a process devolving responsibility within the learning process from the teacher to the eventual

independence of the learner. There are four main interactive components called Focus Lesson, Guided Instruction, Collaborative Learning and Independent Work. The gradual release of responsibility model of instruction has been documented as an effective approach for improving achievement.

Category: Learning Support Systems

Research Cited: •Fisher, D. and N. Frey, "Implementing a Schoolwide Literacy Framework: Improving Achievement in an Urban Elementary School," The Reading Teacher, 61, 2007, pp. 32-45. •Fisher, Douglas, and Nancy Frey. Better learning through structured teaching: A framework for the gradual release of responsibility. ASCD, 2013. •Van de Pol, Janneke, Monique Volman, and Jos Beishuizen. "Scaffolding in teacher–student interaction: A decade of research." Educational Psychology Review 22.3 (2010): 271-296. •Brown and Lara, 2011 Brown, L. & Lara, V. (2011. Oct. 9). Professional Development Module on Collaborative Learning. El Paso Community College, Texas; USA. Retrieved 5 Nov. 2011

Tier: Tier 1

| Activity - Collaborative Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|-----------|------------|------------|-------------------|-------------------|--|
| Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction.2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3.Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems. | Academic Support Program, Direct Instruction | Tier 1 | Implement | 08/28/2017 | 06/08/2018 | \$0 | Other | All staff, including instructional coach |

Strategy 2:

Guaranteed and Viable Curriculum - A Guaranteed and Viable Curriculum (GVC) - The essential components of a GVC include: 1) essential content identified for all students; 2) adequate time for students to master the essential content; 3) both instruction and assessment that is aligned with the essential content; 4) consistent use of vocabulary used in all classes (regardless of teacher, building, or course section); and 5) a focus on student achievement goals and targets.

Category: Learning Support Systems

Research Cited: •Marzano, R. J. (2003). What works in schools: Translating research into action. Alexandria, Va: Association for Supervision and Curriculum Development.What Works in Schools (ASCD, 2003) • DuFour, R., & Marzano, R. J. (2011). Leaders of learning: How district, school, and classroom leaders improve student achievement. Bloomington, IN: Solution Tree Press.

Tier: Tier 1

| Activity - Multi-Tiered System of Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.). Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer. | Behavioral Support Program, Academic Support Program | Tier 2 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | Section 31a | All staff |
|--|--|--------|---------|------------|------------|-----|-------------|-----------|

Goal 7: All students will be provided with opportunities to build college and career readiness.

Measurable Objective 1:

achieve college and career readiness by giving students opportunities to explore and hear about different career paths by 06/05/2020 as measured by the ability of students to talk about different careers and college paths.

Strategy 1:

Building Background - Students will have a variety of opportunities that will provide them hands on educational experiences and activities that expose them to careers and college paths they may take to get there.

Category: Career and College Ready

Research Cited: InformED states, "Relevant, meaningful activities that both engage students emotionally and connect with what they already know are what help build neural connections and long-term memory storage."

Tier: Tier 1

| Activity - Junior Achievement | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------------------------|--------|---------|------------|------------|-------------------|---------------------|-------------------|
| JA's volunteer-delivered, kindergarten-12th grade programs foster work-readiness, entrepreneurship and financial literacy skills, and use experiential learning to inspire students to dream big and reach their potential. | Career Preparation /Orientation | Tier 1 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | No Funding Required | All |

| Activity - STEM | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------------------------|--------|---------|------------|------------|-------------------|-------------------|-------------------|
| An interdisciplinary approach to learning where rigorous academic concepts are coupled with real-world lessons as students apply science, technology, engineering, and mathematics in contexts that make connections between school, community, work, and the global enterprise. | Career Preparation /Orientation | Tier 1 | Monitor | 08/27/2019 | 06/05/2020 | \$60000 | General Fund | STEM Teacher |

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| Activity - Study Trips | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------------------------|--------|---------|------------|------------|-------------------|-------------------|-------------------------|
| Connect students to the real world by providing every student with real-world experiences and careers. | Career Preparation /Orientation | Tier 1 | Monitor | 08/27/2019 | 06/05/2020 | \$0 | Other | All plus Family Council |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--------------------------------|--|--|--------|---------|------------|------------|-------------------|-------------------|
| Multi-Tiered System of Support | An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.). Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer. | Behavioral Support Program, Academic Support Program | Tier 2 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | All staff |
| Multi-Tiered System of Support | An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.). Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer. | Behavioral Support Program, Academic Support Program | Tier 2 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | All staff |

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|--------------------------------|--|--|--------|---------|------------|------------|-----|-----------|
| Multi-Tiered System of Support | An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.). Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer. | Behavioral Support Program, Academic Support Program | Tier 2 | Monitor | 08/28/2017 | 06/08/2018 | \$0 | All staff |
| Multi-Tiered System of Support | An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.). Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer. | Behavioral Support Program, Academic Support Program | Tier 2 | Monitor | 08/27/2018 | 06/07/2019 | \$0 | All |

No Funding Required

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--------------------|---|---------------------------------|--------|---------|------------|------------|-------------------|-------------------|
| Junior Achievement | JA's volunteer-delivered, kindergarten-12th grade programs foster work-readiness, entrepreneurship and financial literacy skills, and use experiential learning to inspire students to dream big and reach their potential. | Career Preparation /Orientation | Tier 1 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | All |

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|-------------------|---|--|--------|---------|------------|------------|-----|-----|
| Stakeholder Voice | High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop). | Parent Involvement, Community Engagement, Other, Teacher Collaboration | Tier 1 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | All |
|-------------------|---|--|--------|---------|------------|------------|-----|-----|

Title I Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------------------|--|--|--------|----------|------------|------------|-------------------|---------------------|
| Parent and Family Engagement | Parent and Family Engagement continues to be a focal point for Zinser Elementary outside of the requirements of Title 1. We've continued a family literacy night, a family math night, a pastries with parents math fact morning, a goodies with grandparents reading morning, weekly communication improvements, a focus on Raz-Kids to partner with parents for reading practice and support, our traditional March is Reading Month calendar of activities, and the addition of a Fun Family February calendar. | Parent Involvement, Community Engagement | Tier 1 | Evaluate | 08/26/2019 | 06/05/2020 | \$0 | All teaching staff. |

General Fund

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------------------------------|--|--|--------|-----------|------------|------------|-------------------|----------------------------------|
| Learning Management System/Technology | Utilizing a LMS and technology to track student learning as they master standards. | Technology, Academic Support Program, Curriculum Development, Direct Instruction | Tier 1 | Implement | 08/27/2018 | 06/07/2019 | \$0 | All teachers and administrators. |

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|---------------------------------------|--|--|--------|-----------|------------|------------|---------|---------------------------------|
| Learning Management System/Technology | Using a LMS and technology to track student learning as they master standards. | Academic Support Program, Curriculum Development | Tier 2 | Implement | 08/26/2019 | 06/05/2020 | \$0 | All teachers and administrators |
| Character Ed | character education will be presented to students by teachers with support from our social worker | Behavioral Support Program | Tier 1 | Implement | 08/26/2019 | 06/05/2020 | \$20000 | all |
| STEM | An interdisciplinary approach to learning where rigorous academic concepts are coupled with real-world lessons as students apply science, technology, engineering, and mathematics in contexts that make connections between school, community, work, and the global enterprise. | Career Preparation /Orientation | Tier 1 | Monitor | 08/27/2019 | 06/05/2020 | \$60000 | STEM Teacher |

Title II Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-----------------------|--|---|--------|-----------|------------|------------|-------------------|-------------------|
| Capturing Kids Hearts | Capturing Kids Hearts training will take place at the start of the school year and revisited throughout the year | Behavioral Support Program, Professional Learning | Tier 1 | Implement | 08/26/2019 | 06/05/2020 | \$10000 | All |

Other

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--------------------|---|---------------------------------|--------|---------|------------|------------|-------------------|-------------------------------|
| Study Trips | Connect students to the real world by providing every student with real-world experiences and careers. | Career Preparation /Orientation | Tier 1 | Monitor | 08/27/2019 | 06/05/2020 | \$0 | All plus Family Council |
| Student Assembly | The principal will help set up and implement an assembly involving students and staff that supports our anti-bullying program. | Behavioral Support Program | | | 08/26/2019 | 06/05/2020 | \$0 | Administrator and teachers |
| Student reporting | Students will be challenged to report bullying and mean behavior | Behavioral Support Program | | | 08/26/2019 | 06/05/2020 | \$0 | Students of Zinser Elementary |
| Adult observations | Adults will continue to monitor bullying behavior, address it when it is happening, and report it to the principal for documentation. | Behavioral Support Program | | | 08/26/2019 | 06/05/2020 | \$0 | Teachers and administrator |

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|-------------------------------------|---|--|--------|-----------|------------|------------|-----|--|
| Collaborative Learning | Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction. 2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3. Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems. | Academic Support Program, Direct Instruction | Tier 1 | Implement | 08/28/2017 | 06/08/2018 | \$0 | All staff, including instructional coach |
| Extended Day Learning Opportunities | The school will provide extended day opportunities to include: before/after school tutoring or tier 2 support and summer school. | Technology, Academic Support Program | Tier 2 | Implement | 08/27/2018 | 06/07/2019 | \$0 | Teachers and administrator |
| Instructional Coach | Instructional Coaches will support teachers in and out of class with implementing evidence based teaching strategies. | Technology, Academic Support Program, Curriculum Development, Direct Instruction | Tier 1 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | Teachers and administrator |
| Multi-Tiered System of Support | An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and intervention matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.). Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer. | Behavioral Support Program, Technology, Academic Support Program | Tier 2 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | Teachers and administrator |

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|--|--|--|--------|-----------|------------|------------|-----|---|
| Gradual Release of Responsibility - Collaborative Learning | Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction. 2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3. Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems. | Academic Support Program, Direct Instruction | Tier 1 | Monitor | 08/27/2018 | 06/07/2019 | \$0 | All staff, including instructional coach |
| Extended Day Learning Opportunities | The school will provide extended day opportunities to include: before/after school tutoring or tier 2 support and summer school. | Technology, Academic Support Program | Tier 2 | Implement | 08/26/2019 | 06/05/2020 | \$0 | Teachers and administrators |
| Instructional Coach | Instructional Coach will support teachers in and out of the classroom with evidence based teaching strategies. | Technology, Academic Support Program, Curriculum Development, Direct Instruction | Tier 1 | Implement | 08/27/2018 | 06/07/2019 | \$0 | Instructional coach, teachers and administrator |
| Gradual Release of Responsibility- Collaborative Learning | Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction. 2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3. Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems. | Academic Support Program, Direct Instruction | Tier 1 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | All staff, including instructional coach |

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|------------------------|--|--|--------|-----------|------------|------------|-----|--|
| Collaborative Learning | Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction. 2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3. Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems. | Academic Support Program, Direct Instruction | Tier 1 | Implement | 08/28/2017 | 06/08/2018 | \$0 | All staff, including instructional coach |
| Collaborative Learning | Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction. 2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3. Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems. | Academic Support Program, Direct Instruction | Tier 1 | Implement | 08/26/2019 | 06/05/2020 | \$0 | All staff, including instructional coach |