



# **School Improvement Plan**

Zinser Elementary School

Kenowa Hills Public Schools

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# TABLE OF CONTENTS

Introduction .....	1
<b>Improvement Plan Assurance</b>	
Introduction .....	3
Improvement Plan Assurance .....	4
<b>Title I Schoolwide Diagnostic</b>	
Introduction .....	6
Component 1: Comprehensive Needs Assessment .....	7
Component 2: Schoolwide Reform Strategies .....	9
Component 3: Instruction by Highly Qualified Staff .....	11
Component 4: Strategies to Attract Highly Qualified Teachers .....	12
Component 5: High Quality and Ongoing Professional Development .....	13
Component 6: Strategies to Increase Parental Involvement .....	14
Component 7: Preschool Transition Strategies .....	17
Component 8: Teacher Participation in Making Assessment Decisions .....	18
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards .....	19
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources ...	23
Evaluation: .....	24

**2020-21 Zinser Elementary School Improvement Plan**

Overview ..... 26

Goals Summary ..... 27

    Goal 1: All students will be proficient in math. .... 28

    Goal 2: All students will be proficient in reading. .... 44

    Goal 3: All students will be proficient in science. .... 54

    Goal 4: All students will be proficient in social studies. .... 55

    Goal 5: All students will take part in a positive school culture. .... 57

    Goal 6: All students will be proficient in writing. .... 59

    Goal 7: All students will be provided with opportunities to build college and career readiness. .... 61

Activity Summary by Funding Source ..... 63

## **Introduction**

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

# Improvement Plan Assurance

## **Introduction**

During the 2019-2020 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

**Improvement Plan Assurance**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	Personal Mastery Action Plan	Zinser Personal Mastery Action Plan 2018-19

# **Title I Schoolwide Diagnostic**



## **Introduction**

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

## Component 1: Comprehensive Needs Assessment

### 1. How was the comprehensive needs assessment process conducted?

The needs assessment was conducted by looking at MAP, MSTEP, and local data to identify areas of need and improvement goals. We also looked at demographic data in detail. We looked at perception data from all stakeholders, including parents. We also analyzed our title programs for improvement opportunities.

### 2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

After processing our needs assessment, we concluded the following from each area:

\*Perception - staff and student satisfaction is very similar, with parent satisfaction going up; an increase in social work services for behavior improvements and support; from the SSR our weakest areas were within the assessment system and data analysis and decision making.

\*Student Achievement (MSTEP) - Reading is showing to go down in 3rd and 4th grades; Math has consistently gone up in 3rd thru 5th; Male/Female gaps in 5th grade math and 3rd grade reading; Economically Disadvantaged gap in 4th Math and ELA.

\*School Programs/process: students receiving intervention are increasing in reading achievement; students getting after school support in Fearless Knights are increasing in achievement.

\*Demographic Data: Free and Reduced population is creeping up over 45%; our building is becoming a schoolwide Title I school to increase supports; gaps continue for economic disadvantaged with achievement, in particular with 4th grade math and ELA.

\*In regards to attendance and discipline, our data suggest a celebration of a consistent high level of attendance rate (at 96%), as well as a drop in suspensions. Social and emotional needs need continued support with an increase of social work and positive discipline in order for students to feel safe and comfortable in their learning.

### 3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

Given the performance of the low SES students' performance in reading and math, the CNA data suggests social and emotional needs are still not being met. As a result of this CNA data, school goals will aim to provide additional social work to support social and emotional learning (SEL).

As a result of the grade 3 & 4 reading achievement data, Tier I strategies (the Essential Elements), Tier II intervention or various other supports will continue to be focused around reading. Additionally, parent involvement and volunteer support will be strategic around early elementary reading and math intervention.

The CNA data also revealed that the female students are performing at higher levels than male students in ELA. Likewise, male students are performing at higher levels than female students in mathematics. To address this concern, we will continue to partner with GVSU to implement highly effective mathematical instructional practices and go deeper with our implementation efforts. Small group math instruction will be a key school goal within math. Furthermore, we will continue to unpack and implement the Essential Elements for ELA to address this male-female performance gap.

#### **4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?**

Zinser Elementary uses a "next up" process to assign supplemental services. These disaggregated lists are driven by multiple measures of student achievement. In doing so, this addresses the needs of all students in the entire building.

Moreover, there are several schoolwide support strategies and programs including Fearless Knights, Watch D.O.G.S., Boys Club, True Success, Kids Hope Mentors, and Girls on the Run to name a few. Zinser Elementary pays special attention to the needs of low SES students in designing and implementing these programs.

## **Component 2: Schoolwide Reform Strategies**

### **1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.**

The schoolwide plan will rely on Marzano's (2012) High Reliability Schools Framework (HRS). The key components of this framework include:

1. A safe and orderly school and classroom environment
2. A guaranteed and viable curriculum
3. A research-based instructional framework
4. Standards-based grading and approaches
5. Personalization strategies.

This framework is designed for the success of ALL learners; regardless of level.

### **2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).**

At Zinser Elementary, the CNA data has led us to the following strategies to increase quality and quantity of instruction to accelerate and grow achievement for all students:

1. Increased support for social and emotional learning (SEL) of all students through additional social work services (Component I of HRS).
2. Tier I instructional strategies such as small group instruction and other effective strategies within the Gradual Release of Responsibility Framework (Component 3 of HRS).
3. Tier II supplemental instruction and various other supports (Component 5 of HRS).

### **3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.**

Given the performance of the low SES students' performance in reading and math, the CNA data suggests social and emotional needs are not being met. As a result of this CNA data, school goals will aim to provide additional social work to support social and emotional learning (SEL).

As a result of the grade 3 & 4 reading achievement data, Tier I strategies (the Essential Elements), Tier II intervention or various other supports will continue to be focused around reading. Additionally, parent involvement and volunteer support will be strategic around early elementary reading and math intervention.

The CNA data also revealed that the female students are performing at higher levels than male students in ELA. Likewise, male students are performing at higher levels than female students in mathematics. To address this concern, we will continue to partner with GVSU to implement highly effective mathematical instructional practices and go deeper with our implementation efforts. Small group math instruction will be a key school goal within math. Furthermore, we will continue to unpack and implement the Essential Elements for ELA to address this male-female performance gap.

#### **4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.**

The schoolwide plan focuses on Tier I instruction, Tier II intervention, and social/emotional learning (SEL). This approach assures support for all learners at Zinser Elementary. In order for students who need the most support receive it, there is a systematic child selection process at Zinser Elementary driven by achievement data. If teachers have concerns, here is the process:

Step 1- If concerns surface at any point in the school year with the assessment items found in #2, discuss these concerns in your PLC. The PLC needs to prioritize interventions based on academic achievement.

Step 2- Gather information from each of the four areas:

Standardized Assessments -NWEA (CORE is optional)

Reading Level - Fountas & Pinnell level

Common Assessments - grade level assessments, writing samples, observations

\*When identifying our most lowest achieving students, it is important to look at multiple measures. Collecting at least one piece of data from each of these four areas will ensure we have an accurate picture of how the student is performing.

Step 3- Classroom teacher administers Tier I support strategies in the classroom for child of concern.

Step 4 - If student is not making adequate progress in Tier 1 (step 3) student should be placed on "Next Up" document if grade level PLC is in agreement.

Step 5 - Once student has received Tier II support, adequate progress should be noted. If this is not the case, the child will be brought to Child Study Team. The Child Study Form will be filled out properly before any student is accepted to Team.

NOTE: Every attempt will be made to service the referred student at Tier II as soon as possible given the available resources.

#### **5. Describe how the school determines if these needs of students are being met.**

We determine if the needs are being met by analyzing classroom, local, and state data to show growth and support of students closing the achievement gap. We will also look at discipline and perception data about how social work support will support our student needs.

Procedures include:

Reading: Grade level performance based on LLI assessment and grade level common assessments.

Students who are not progressing after a period of at least 8 weeks of intervention will be brought to the Child Study Team to determine future programming; including the potential for Tier III services.

Per the Zinser Elementary Attendance Policy, decisions to exit or continue support for a student with excessive absences (10 or more) will be determined on an individual bases.

### Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes		

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes		

## **Component 4: Strategies to Attract Highly Qualified Teachers**

### **1. What is the school's teacher turnover rate for this school year?**

We have a very low teacher turnover rate. If teachers leave they retire typically. At Zinser it has been five years since anyone has retired, no one in 7 years has moved away from the profession. Staff stability at Zinser Elementary is a point of pride.

### **2. What is the experience level of key teaching and learning personnel?**

At Zinser, we have a high level of experience for the majority of our staff:

- 3 teachers have taught +21 years
- 15 have taught 11-20 years
- 2 have taught 6-10 years
- 2 has taught 0-5 years.

Again, the experience of our staff is a point of pride.

### **3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.**

Specific school initiatives involve a continued focus on a positive school culture, building school pride, staff voice and choice, supportive school leadership, and facility enhancements with upcoming bond projects.

### **4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.**

Specific district initiatives involve: a process to honor and respond to staff voice and choice, a bond proposal that was based in 2016 to build pride, building and technology improvements, a compelling vision for the future of our profession, and building curriculum and supports for teachers.

### **5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?**

We do not have a high turnover rate for teaching staff.

## **Component 5: High Quality and Ongoing Professional Development**

### **1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.**

Our district will continue to provide professional development involving our personal mastery system as explained by Marzano's HRS framework; which aligns to our needs assessment. More specifically, our CNA led us to focus on Tier I instructional practices, Tier II intervention programming, and Social and Emotional Learning (SEL).

### **2. Describe how this professional learning is "sustained and ongoing."**

At Kenowa Hills Public Schools, all buildings are provided with PLC day(s). More specifically, Zinser utilizes a cohort for a learning model which makes learning ongoing throughout the school year. Zinser also uses Classroom Learning Labs which keeps learning consistent and relevant. Furthermore, we partner with KnowledgeWorks to support teachers and leaders in an ongoing manner surrounding our personal mastery efforts. Our efforts in this area have been for the past 5+ years. We've also had ongoing PD surrounding the use of a Learning Management System.

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	3. The school's Professional Learning Plan is complete.	Yes		



## Component 6: Strategies to Increase Parental Involvement

### 1. Describe how parents are (will be) involved in the design of the schoolwide plan.

We have parents who completed the parent survey, where data and information is used for perception information that helped develop the CNA. We also have parent reps as part of the school improvement team to help discuss and finalize the SI plan and other various required components. Finally, an upper elementary and lower elementary parent helped develop Zinser's Title I schoolwide plan.

### 2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

Parents are always essential components of implementing our plan in how they support our students. We expect and need them to be highly involved in the learning process, and goals from our plan.

### 3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

Each year we utilize their survey information and School Improvement team involvement to evaluate the plan.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		Parent Involvement

### 5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

#### (e) BUILDING CAPACITY FOR INVOLVEMENT

(1) Zinser Elementary utilized a Learning Management System which bring clarity to the state's content standards. Moreover, the LMS allows parents to monitor their child's performance on all standards in a transparent, individualized manner. Moreover, Zinser Elementary holds biannual Parent-Teacher Conferences which also allows for monitoring of performance and communication of standards. Assessment and state standard information consistently communicated in teacher, building, and district newsletters, P/T conferences, social media venues, and teacher/building/district websites. Zinser Elementary also holds annual literacy and math nights to support parents understanding of these items as well.

(2) As mentioned in #1, Zinser Elementary holds annual literacy and math parent events. Additionally, there are numerous parent meetings with interventionists to help support reading instruction at home. Students at Zinser Elementary who are off pace (K-3) are placed on an Individualized Reading Plan. With these plans comes an informational booklet to support parents at home. The Foss Science Curriculum contains a "home link"

feature to allow families to engage in home experiments to support further learning. Finally, Zinser Elementary uses parent involvement funds to purchase book bags for K-3 to further connect the school & home in extended learning.

(3) There is a clear awareness and intentional planning that continues the tradition of parent, family, and community involvement at Zinser

## School Improvement Plan

Zinser Elementary School

---

Elementary. Zinser Elementary has a long-standing tradition of valuing parent involvement and engagement. It's part of the school culture. As an example, on May 11, 2019, there were approximately 300 grandparents involved in a school activity. Teachers, various personnel, principals, and parents are involved in numerous partnerships and programs such as Watch Dogs, Family Council, Weekly Volunteers, Reading Buddies, and Church Organization such as Kids Hope and Hand-2-Hand.

(4) Zinser Elementary has an embedded Pre-K program. Moreover, the district has an Early Childhood Center that is a pipeline for learners to the school setting. Zinser uses a 5x5 program to emphasize skills (in these pre-K settings) that are needed prior to Kindergarten.

(5) Zinser Elementary sends parent involvement opportunities via mailings, newsletters, social media, phone calls, and program-specific flyers. There is an intentional effort to make all of these communications parent-friendly in nature. Moreover, translation services are offered as needed.

(14) As always, Zinser Elementary provides other reasonable supports for parent involvement activities when requests are made.

(f) As noted in 14, Zinser Elementary provides other reasonable supports for parent involvement activities. All parents, including those with limited English proficiency, disabilities, or parents of migratory children, are part of the learning community at Zinser Elementary. As such, parent and community participation is a strong component of the school community and all are welcomed and valued. As an example of a support, translation services are always provided when needed.

### **6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.**

Zinser Elementary evaluates the Parent Involvement component of the schoolwide plan through the Comprehensive Needs Assessment (CNA). More specifically, the perception data within the CNA contains specific feedback from various parent involvement events.

Adjustments and improvements are made annually based on the CNA data as part of continuous school improvement.

Annually, Zinser Elementary conducts a program evaluation surrounding the use of Title I Parent Involvement Funds. This evaluation is included in the building's school improvement portfolio.

### **7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.**

The perception data within the CNA contains specific feedback from various parent involvement events. Adjustments and improvements are made annually based on the CNA data as part of continuous school improvement. Annually, Zinser Elementary conducts a program evaluation surrounding the use of Title I Parent Involvement Funds. This is reviewed to determine next steps.

### **8. Describe how the school-parent compact is developed.**

The school-parent compact was developed by the building school improvement team. Annually, the SI team reviews the compact for any needed adjustments and updates. Parents are involved in the SI process and have a stake in this process, too.

### **9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.**

As Zinser transitions to a schoolwide program, the School-Parent Compact will be discussed and signed at Fall Parent-Teacher conferences. This practice will take place with all students and parents in the school.

## School Improvement Plan

Zinser Elementary School

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### 10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

N/A. Our elementary buildings are configured Pre-K through 5th grade.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Compact

### 11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

Zinser Elementary currently has nine (9) EL students. Individual IRP's are developed for these students. As part of this process, one-on-one parent-teacher meetings take place in which assessment results are a part of the conversation. A translator is always provided when needed.

## **Component 7: Preschool Transition Strategies**

### **1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?**

Zinser Elementary currently engages in a couple strategies to connect with preschool age children.

First, an annual roundup day takes place as a way to connect with preschool children and families. As part of this process, Zinser Elementary's kindergarten staff travels to our Early Childhood Center to meet preschool age children and to conduct readiness screenings. After the roundup, communication with families by Kindergarten staff members includes recommendations for future placements (pre-k or Kindergarten placement).

Second, there is an annual evening event with prospective preschool families and students. This event is informational in nature and gives school personnel an opportunity to connect and begin building relationships with students and families.

Lastly, Zinser Elementary holds an annual open house to welcome new students and families to the school. At the open house, children and families have an opportunity to tour the school, visit classrooms, meet staff and experience a bus ride.

Another strategy being considered is to invite our preschool age children to school events (such as a carnival) to help with the social and emotional aspect of this transition.

### **2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?**

The majority of our preschool teachers meet Highly Qualified status and therefore have been trained with regard to the skills and competencies needed for success in Kindergarten.

All preschool teachers have been trained and utilize teaching strategies GOLD (creative curriculum). This curriculum offers a continuum of leveled skills leading to kindergarten readiness.

All preschool teachers participate annually in the MiAEYC conference. This conference focuses on early childhood developmentally appropriate practices.

Annually, preschool teachers meet with Kindergarten teachers as part of the PLC process to discuss both Kindergarten readiness alignment as well as student-specific needs.

## **Component 8: Teacher Participation in Making Assessment Decisions**

### **1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?**

Zinser Elementary has teachers involved in the district assessment team. This team leads decisions surrounding assessments. Moreover, during PLC'S, grade levels make decisions surrounding assessments. These are teacher-led in nature.

### **2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?**

Teachers examine formative assessment on a daily basis to drive instruction. Formative and summative assessment data helps develop guided reading groups to instruct students in their ZPD. Moreover, PLC's examine summative assessment data, MAP data, and M-STEP data. The building SI team reviews data in the CNA, which drives the school improvement planning process.

## **Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards**

### **1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.**

Zinser Elementary has implemented a Child Study process to identify students who are not proficient on the State's academic achievement standards. Here is a description of this process:

At Zinser Elementary, we believe:

All kids can learn.

Each individual student has personal strengths and unique needs.

Through a tiered support system (MTSS), students can be brought up toward grade level in reading and math by third grade, unless identified as a student with a disability.

We are here to meet the needs of each student and family.

The home-school connection is vital to each student's success.

Tier 1 interventions, and supporting teachers through tier 1, can be crucial to reaching the needs of students early and frequently.

Tier interventions overlap. They are not separate or linear. If a student is receiving tier 2 or 3 interventions, tier 1 support should still exist.

Child Study Team Meetings:

Principal will email team members at least a day in advance to invite to the meeting. Meetings will be held as needed according to students needs. Each meeting will be held in the resource room classroom unless notified differently. Each student meeting will last approximately 20 minutes, if norms are followed.

Study Team Members:

Classroom teacher (a sub will be provided in the afternoon if it is not on your planning)

Principal: Ross Willick (who will be the go-to substitute when needed)

Reading Interventionist and Instructional Coach: Erica Philo/Heather Armock Resource Room Teacher: Lisa Wisneski

Speech and Language: Linsey Jones

School Psychologist: Beth Willson

Social Worker: Brooke Davis

Occupational Therapist: Jaime Williams (when needed)

Zinser Team Norms/Expectations:

Discuss at least 3 positives for each child first and foremost.

Stay on topic with how we have been and may continue to support the student of interest Evidence and/or data will be needed.

All relevant information on the child is to be shared.

Discussions within the team should stay within the team Take notes for future reference.

Zinser Team Process:

As the school year begins and you are getting to know your students you may notice that particular students are struggling in certain areas. It is important that you immediately start Tier 1 interventions in your classroom and collect and document data for 6-8 weeks on the Zinser Elementary Child Study TEAM form before bringing the student to TEAM. Discussions with the child's parents about the areas of concern should take place prior to TEAM. Parents should be made aware and given strategies to help their child at home. The discussions with parents should be logged in your documentation. Also add the student to the Next Up list for Tier 2 intervention, unless it is behavior related. This list should be ongoing with your grade level team throughout the school year.

## School Improvement Plan

Zinser Elementary School

---

1. If you have a concern about a student who has an IEP for Speech & Language and/or Resource Room, contact the student's case manager to set up an IEP team meeting, if necessary.
2. If the student is not making progress after 6-8 weeks of Tier 1 intervention, discuss his/her needs with the interventionist. From there, decide if the next step (TEAM) needs to be taken.
3. If it is decided to take the student to TEAM, share the completed TEAM form with TEAM members: Brooke Davis, Linsey Jones, Lisa Wisneski, Erica Philo, Ross Willick, and Beth Willson.
4. A TEAM Meeting (as needed) will be set up to discuss your student(s) and decide next steps.

Tier 1 Intervention strategies checklist:

Academics:

Use mnemonic cues (songs, rhymes, stories, images).

If your student is a kinesthetic learner, build in frequent opportunities for movement.

Observe and question while student is working.

Make eye contact while giving directions, have student repeat directions.

Paraphrase directions.

Use study buddy or partner.

Provide varied text, supplementary materials at different levels of reading difficulty.

Use multiple and flexible grouping opportunities (teams, partners, whole group, independent, by interest, by learning style, teacher assigned, self-selected).

Break assignments into smaller chunks.

Adjust and extend time.

Use technology tools so students have access to content in multiple ways.

Use multisensory techniques.

Use visuals and models to reinforce concepts.

Use graphic organizers to focus attention on key elements, concepts or ideas.

Provide practice opportunities using multiple modalities.

Provide opportunities for student to respond in a variety of ways (questions, whiteboards, thumbs-up, partner share, graphic organizer).

Use frequent monitoring to assess the progress and non-progress so instruction can be adjusted.

Work collaboratively with the student and gradually withdraw support.

Pair new learning with previously learned knowledge.

Provide a master set of notes.

Design a signal for student to use when help is needed on independent practice.

Use highlighter or colored pencils to focus on key information in a text.

Use a timer to guide student to task completion.

Incorporate names of students when telling stories or presenting problems to capture student's attention.

Stop often to summarize key elements.

Behavioral:

Establish and implement a classroom discipline plan.

Communicate plan to student and parents.

Develop positive relationships with student.

Have clear expectations and motivate students with positive reinforcement.

Teach and practice rules and procedures.

Teach social skills lessons and reinforce social behaviors through role play.

Provide examples and models of expected student behavior.

Use preferential seating to help focus on learning.

## School Improvement Plan

Zinser Elementary School

---

Give praise and positive feedback when specific directions are followed.

Use relaxation and visual imagery exercises to set a calm environment after recess, lunch or any physical activity.

Play soft, classical background music.

Post a daily schedule.

Provide student with visual schedule or task card with list of things to do to help him stay on task.

Notify student of any schedule changes in advance.

Provide transition time for student to follow through and/or prepare before the next activity begins or before instructions are given.

Watch for signs of frustration and use de-escalation strategies to redirect and calm a student.

Encourage student to think aloud the steps or the process to solve a problem.

### **2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?**

Zinser Elementary has a child study for identification of students needing additional assistance. This was explained in part of Component 9.

Once a student is identified as needing additional academic support in meeting the State's achievement standards, here are next steps for this supplemental support:

Step 1- Gather information from each of the four areas:

Standardized Assessments -NWEA (CORE is optional)

Reading Level - Fountas & Pinnell level

Common Assessments - grade level assessments, writing samples, observations

\*When identifying our most lowest achieving students, it is important to look at multiple measures. Collecting at least one piece of data from each of these four areas will ensure we have an accurate picture of how the student is performing.

Step 2- Classroom teacher administers Tier I support strategies in the classroom for child of concern.

Step 3 - If student is not making adequate progress in Tier 1 student should be placed on "Next Up" document if grade level PLC is in agreement.

Step 4 - Once student has received Tier II support, adequate progress should be noted. If this is not the case, the child will be brought to Child Study Team. The Child Study Form will be filled out properly before any student is accepted to Team.

NOTE: Every attempt will be made to service the referred student at Tier II as soon as possible. Unfortunately, the needs at Zinser often outnumber our capacity to service all Title 1 students. If there is not an immediate opening for the referred student in Tier II, that child may need to be placed on a waiting list until there is an opening.

### **3. How are students' individual needs being addressed through differentiated instruction in the classroom?**

There are a variety of ways through which individual needs are being systematically addressed in the classroom:

1. GRR Instructional Framework, which supports learners individual needs.

2. The Workshop Model.

3. Small Group Instruction.

4. Conferring (one-on-one).

5. Instructional technology.

6. IRP & IEP Tier I strategies.





## **Component 10: Coordination and Integration of Federal, State and Local Programs and Resources**

**1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.**

Zinser Elementary's schoolwide goals are supported through a number of funding sources including:

State Allocation (General Fund) Section 31a (state) - At risk programming Title I (federal) - supplemental services Title II (federal) - professional development Title IV (federal)- well-rounded education Act 18 (state) - special education services IDEA (Federal) - special education services.

Through the school improvement planning process and Comprehensive Needs Assessment (CNA) Zinser has developed specific achievement goals that are aligned to identified needs. All resources are directed to these goals and are coordinated and integrated to implement strategies and activities to help all students succeed.

**2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.**

The annual Comprehensive Needs Assessment (CNA) helps guide goals and priorities at Zinser Elementary. Through this process, resources are allocated in a manner that helps support strategies and activities to attain the goals within the School Improvement Plan. The 10 components are now part of Zinser Elementary's School Improvement Plan and as such, will be reviewed, monitored, and evaluated annually in this planning process.

**3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

Zinser Elementary engages in the program "Kids Have Rights" which is a safety program. In terms of violence prevention, Zinser Elementary has WatchDogs and Heroes in the Hallway programs.

## **Evaluation:**

### **1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.**

The annual Comprehensive Needs Assessment (CNA) helps guide goals and priorities at Zinser Elementary. Through this process, resources are allocated in a manner that helps support strategies and activities to attain the goals within the School Improvement Plan. The 10 components are now part of Zinser Elementary's School Improvement Plan and as such, will be reviewed, monitored, and evaluated annually in this planning process.

### **2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.**

The annual Comprehensive Needs Assessment (CNA) helps guide goals and priorities at Zinser Elementary. The school improvement team annually examines:

- Program Data
- Process Data
- Perception Data
- Achievement Data

Through this process, the state's annual assessments as well as a plethora of other achievement indicators are examined.

### **3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.**

The success of the schoolwide program will be evaluated via the MDE AdvancED "Evaluation Tool". This program evaluation will be completed and has specific components to examine to determine effectiveness or future adjustments.

### **4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?**

Zinser Elementary engages in a continuous process for school improvement. The team meets on a monthly basis and examines CNA data. Moreover, the evaluation tools (for various programs) are examined and adjusted on an annual basis. Continuous improvement and growth are part of the culture at Zinser Elementary.

# **2020-21 Zinser Elementary School Improvement Plan**

## **Overview**

### **Plan Name**

2020-21 Zinser Elementary 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 06/04/2021 as measured by Spring 2021 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.	Direct Instruction, Academic Support Program	Tier 1	Monitor	08/24/2020	06/04/2021	\$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

## School Improvement Plan

Zinser Elementary School

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	08/24/2020	06/04/2021	\$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 , Direct Instruction, Curriculum Development, Academic Support Program	Tier 1	Implement	08/24/2020	06/04/2021	\$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	08/24/2020	06/04/2021	\$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



## School Improvement Plan

Zinser Elementary School

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 , Direct Instruction, Curriculum Development, Academic Support Program	Tier 1	Implement	08/24/2020	06/04/2021	\$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 06/04/2021 as measured by the Spring MAP.

### (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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## School Improvement Plan

Zinser Elementary School

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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.	Direct Instruction, Academic Support Program	Tier 1	Monitor	08/24/2020	06/04/2021	\$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	08/24/2020	06/04/2021	\$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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## School Improvement Plan

Zinser Elementary School

Instructional Coach will support teachers in and out of the classroom with evidence based teaching strategies.	Technology , Direct Instruction, Curriculum Development, Academic Support Program	Tier 1	Implement	08/24/2020	06/04/2021	\$0	Other	Instructional coach, 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 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	08/24/2020	06/04/2021	\$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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## School Improvement Plan

Zinser Elementary School

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 , Direct Instruction, Curriculum Development, Academic Support Program	Tier 1	Implement	08/24/2020	06/04/2021	\$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 06/04/2021 as measured by the Spring 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

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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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## School Improvement Plan

Zinser Elementary School

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.	Direct Instruction, Academic Support Program	Tier 1	Monitor	08/24/2020	06/04/2021	\$0	Other	All staff, including instructional coach
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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.

Category: Learning Support Systems

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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	08/24/2020	06/04/2021	\$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 , Direct Instruction, Curriculum Development, Academic Support Program	Tier 1	Implement	08/24/2020	06/04/2021	\$0	Other	Instructional coach, teachers and administrator

## School Improvement Plan

Zinser Elementary School

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	08/24/2020	06/04/2021	\$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
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## School Improvement Plan

Zinser Elementary School

Utilizing a LMS and technology to track student learning as they master standards.	Technology , Direct Instruction, Curriculum Development, Academic Support Program	Tier 1	Implement	08/24/2020	06/04/2021	\$0	General Fund	All teachers and administrators.
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### Measurable Objective 4:

A 7% increase of Fifth grade Female students will demonstrate a proficiency in the content in Mathematics by 06/04/2021 as measured by the Spring 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

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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.	Direct Instruction, Academic Support Program	Tier 1	Monitor	08/24/2020	06/04/2021	\$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

SY 2020-2021

Page 36

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## School Improvement Plan

Zinser Elementary School

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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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	08/24/2020	06/04/2021	\$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 , Direct Instruction, Curriculum Development, Academic Support Program	Tier 1	Implement	08/24/2020	06/04/2021	\$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	08/24/2020	06/04/2021	\$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



## School Improvement Plan

Zinser Elementary School

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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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 , Direct Instruction, Curriculum Development, Academic Support Program	Tier 1	Implement	08/24/2020	06/04/2021	\$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 06/04/2021 as measured by the Spring 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

## School Improvement Plan

Zinser Elementary School

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.	Direct Instruction, Academic Support Program	Tier 1	Monitor	08/24/2020	06/04/2021	\$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	08/24/2020	06/04/2021	\$0	Other	Teachers and administrator

## School Improvement Plan

Zinser Elementary School

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 , Direct Instruction, Curriculum Development, Academic Support Program	Tier 1	Implement	08/24/2020	06/04/2021	\$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	08/24/2020	06/04/2021	\$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

SY 2020-2021

Page 40

## School Improvement Plan

Zinser Elementary School

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 , Direct Instruction, Curriculum Development, Academic Support Program	Tier 1	Implement	08/24/2020	06/04/2021	\$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 06/04/2021 as measured by the Spring 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
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## School Improvement Plan

Zinser Elementary School

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.	Direct Instruction, Academic Support Program	Tier 1	Monitor	08/24/2020	06/04/2021	\$0	Other	All staff, including instructional coach
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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.

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	08/24/2020	06/04/2021	\$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 , Direct Instruction, Curriculum Development, Academic Support Program	Tier 1	Implement	08/24/2020	06/04/2021	\$0	Other	Instructional coach, teachers and administrator

## School Improvement Plan

Zinser Elementary School

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	08/24/2020	06/04/2021	\$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
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## School Improvement Plan

Zinser Elementary School

Utilizing a LMS and technology to track student learning as they master standards.	Technology , Direct Instruction, Curriculum Development, Academic Support Program	Tier 1	Implement	08/24/2020	06/04/2021	\$0	General Fund	All teachers and administrators.
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## 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 06/04/2021 as measured by Spring 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	08/24/2020	06/04/2021	\$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 , Direct Instruction, Curriculum Development, Academic Support Program	Tier 1	Monitor	08/24/2020	06/04/2021	\$0	Other	Teachers and administrator

## School Improvement Plan

Zinser Elementary School

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	08/24/2020	06/04/2021	\$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.	Direct Instruction, Academic Support Program	Tier 1	Monitor	08/24/2020	06/04/2021	\$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



## School Improvement Plan

Zinser Elementary School

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
Using a LMS and technology to track student learning as they master standards.	Curriculum Development, Academic Support Program	Tier 2	Implement	08/24/2020	06/04/2021	\$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 06/04/2021 as measured by the Spring 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:

## School Improvement Plan

Zinser Elementary School

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	08/24/2020	06/04/2021	\$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 , Direct Instruction, Curriculum Development, Academic Support Program	Tier 1	Monitor	08/24/2020	06/04/2021	\$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	08/24/2020	06/04/2021	\$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.

## School Improvement Plan

Zinser Elementary School

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.	Direct Instruction, Academic Support Program	Tier 1	Monitor	08/24/2020	06/04/2021	\$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.
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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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## School Improvement Plan

Zinser Elementary School

Using a LMS and technology to track student learning as they master standards.	Curriculum Development, Academic Support Program	Tier 2	Implement	08/24/2020	06/04/2021	\$0	General Fund	All teachers and administrators
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### Measurable Objective 3:

A 3% increase of Fifth grade Students with Disabilities students will demonstrate a proficiency in reading in English Language Arts by 06/04/2021 as measured by the Spring 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	08/24/2020	06/04/2021	\$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, Direct Instruction, Curriculum Development, Academic Support Program	Tier 1	Monitor	08/24/2020	06/04/2021	\$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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## School Improvement Plan

Zinser Elementary School

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	08/24/2020	06/04/2021	\$0	Other	Teachers and administrator
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### (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

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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.	Direct Instruction, Academic Support Program	Tier 1	Monitor	08/24/2020	06/04/2021	\$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

## School Improvement Plan

Zinser Elementary School

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.	Curriculum Development, Academic Support Program	Tier 2	Implement	08/24/2020	06/04/2021	\$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 06/04/2021 as measured by winter 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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## School Improvement Plan

Zinser Elementary School

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	08/24/2020	06/04/2021	\$0	Other	Teachers and administrators
<b>Activity - Instructional Coach</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Instructional Coaches will support teachers in and out of class with implementing evidence based teaching strategies.	Technology , Direct Instruction, Curriculum Development, Academic Support Program	Tier 1	Monitor	08/24/2020	06/04/2021	\$0	Other	Teachers and administrator
<b>Activity - Multi-Tiered System of Support</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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	08/24/2020	06/04/2021	\$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

## School Improvement Plan

Zinser Elementary School

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.	Direct Instruction, Academic Support Program	Tier 1	Monitor	08/24/2020	06/04/2021	\$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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## School Improvement Plan

Zinser Elementary School

Using a LMS and technology to track student learning as they master standards.	Curriculum Development, Academic Support Program	Tier 2	Implement	08/24/2020	06/04/2021	\$0	General Fund	All teachers and administrators
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### 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 06/04/2021 as measured by the Spring 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.	Direct Instruction, Academic Support Program	Tier 1	Implement	08/24/2020	06/04/2021	\$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	08/24/2020	06/04/2021	\$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.

## School Improvement Plan

Zinser Elementary School

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.	Direct Instruction, Academic Support Program	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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## School Improvement Plan

Zinser Elementary School

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
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## 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 06/04/2021 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			08/24/2020	06/04/2021	\$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			08/24/2020	06/04/2021	\$0	Other	Students of Zinser Elementary

## School Improvement Plan

Zinser Elementary School

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			08/24/2020	06/04/2021	\$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).	Community Engagement, Parent Involvement, Teacher Collaboration, Other	Tier 1	Monitor	08/24/2020	06/04/2021	\$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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## School Improvement Plan

Zinser Elementary School

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.	Community Engagement, Parent Involvement	Tier 1	Evaluate	08/24/2020	06/04/2021	\$0	Title I Part A	All teaching staff.
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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	Professional Learning, Behavioral Support Program	Tier 1	Implement	08/24/2020	06/04/2021	\$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	08/24/2020	06/04/2021	\$20000	General Fund	all staff

## 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 06/04/2021 as measured by the Spring 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

## School Improvement Plan

Zinser Elementary School

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.	Direct Instruction, Academic Support Program	Tier 1	Implement	08/24/2020	06/04/2021	\$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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## School Improvement Plan

Zinser Elementary School

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	08/24/2020	06/04/2021	\$0	Section 31a	All staff
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## 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 06/04/2021 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	08/24/2020	06/04/2021	\$0	No Funding Required	All staff
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	08/24/2020	06/04/2021	\$60000	General Fund	STEM Teacher



**School Improvement Plan**

Zinser Elementary School

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	08/24/2020	06/04/2021	\$0	Other	All plus Family Council

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Capturing Kids Hearts	Capturing Kids Hearts training will take place at the start of the school year and revisited throughout the year	Professional Learning, Behavioral Support Program	Tier 1	Implement	08/24/2020	06/04/2021	\$10000	All

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Student reporting	Students will be challenged to report bullying and mean behavior	Behavioral Support Program			08/24/2020	06/04/2021	\$0	Students of Zinser Elementary
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	08/24/2020	06/04/2021	\$0	Teachers and administrators
Study Trips	Connect students to the real world by providing every student with real-world experiences and careers.	Career Preparation /Orientation	Tier 1	Monitor	08/24/2020	06/04/2021	\$0	All plus Family Council
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.	Direct Instruction, Academic Support Program	Tier 1	Implement	08/28/2017	06/08/2018	\$0	All staff, including instructional coach

## School Improvement Plan

Zinser Elementary School

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.	Direct Instruction, Academic Support Program	Tier 1	Monitor	08/24/2020	06/04/2021	\$0	All staff, including instructional coach
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	08/24/2020	06/04/2021	\$0	Teachers and administrator
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			08/24/2020	06/04/2021	\$0	Administrator and teachers
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.	Direct Instruction, Academic Support Program	Tier 1	Monitor	08/24/2020	06/04/2021	\$0	All staff, including instructional coach

## School Improvement Plan

Zinser Elementary School

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.	Direct Instruction, Academic Support Program	Tier 1	Implement	08/24/2020	06/04/2021	\$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	08/24/2020	06/04/2021	\$0	Teachers and administrator
Instructional Coach	Instructional Coach will support teachers in and out of the classroom with evidence based teaching strategies.	Technology, Direct Instruction, Curriculum Development, Academic Support Program	Tier 1	Implement	08/24/2020	06/04/2021	\$0	Instructional coach, teachers and administrator
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			08/24/2020	06/04/2021	\$0	Teachers and administrator
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.	Direct Instruction, Academic Support Program	Tier 1	Implement	08/24/2020	06/04/2021	\$0	All staff, including instructional coach

## School Improvement Plan

Zinser Elementary School

Instructional Coach	Instructional Coaches will support teachers in and out of class with implementing evidence based teaching strategies.	Technology , Direct Instruction, Curriculum Development, Academic Support Program	Tier 1	Monitor	08/24/2020	06/04/2021	\$0	Teachers and administrator
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### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Learning Management System/Technology	Using a LMS and technology to track student learning as they master standards.	Curriculum Development, Academic Support Program	Tier 2	Implement	08/24/2020	06/04/2021	\$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	08/24/2020	06/04/2021	\$20000	all staff
Learning Management System/Technology	Utilizing a LMS and technology to track student learning as they master standards.	Technology , Direct Instruction, Curriculum Development, Academic Support Program	Tier 1	Implement	08/24/2020	06/04/2021	\$0	All teachers and administrators.
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	08/24/2020	06/04/2021	\$60000	STEM Teacher

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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## School Improvement Plan

Zinser Elementary School

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.	Community Engagement, Parent Involvement	Tier 1	Evaluate	08/24/2020	06/04/2021	\$0	All teaching staff.
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### 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	08/24/2020	06/04/2021	\$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	08/28/2017	06/08/2018	\$0	All staff

## School Improvement Plan

Zinser Elementary School

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	08/24/2020	06/04/2021	\$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	08/24/2020	06/04/2021	\$0	All

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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## School Improvement Plan

Zinser Elementary School

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).	Community Engagement, Parent Involvement, Teacher Collaboration, Other	Tier 1	Monitor	08/24/2020	06/04/2021	\$0	All
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	08/24/2020	06/04/2021	\$0	All staff