



School Improvement Plan

Alpine Elementary School

Kenowa Hills Public Schools

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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

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST.	

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?

As a school improvement team, student performance data was gathered in the core content areas. This data is collected locally utilizing the NWEA MAP assessment three times a year and grade level formative and summative assessments throughout the year. In addition, students are assessed by state standardized tests. Once the data has been collected, results are analyzed to determine building level, grade level, classroom, individual and sub-group needs. Based on this analysis, our team determines the additional instructional support needed to demonstrate growth.

In addition to performance data, student demographic data was collected using student information gathered at registration by our administrative assistant staff, CA60's and district student management system (Powerschool). Staff demographic data was collected utilizing staff records held on file at our district's central office as well as through surveys. Parent and staff perception data was collected using electronic surveys collected and analyzed throughout the school year. School System Review data was collected by a review and update of the prior school year's report.

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?

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2019-2020 Comprehensive Needs Assessment Summary

CNA Results

During the 2019-2020 school year, the school improvement team gathered the most recent three years of data available for the multiple types of data gathered during the comprehensive needs assessment process. Staff used multiple resources to gather the data, and then were given time to analyze and reflect on the data trends. Results are as follows

Community Demographic Data

For Kenowa Hills Public Schools, our community consists of rural, urban and suburban settings. We are located in West Michigan, approximately ten minutes northwest of downtown Grand Rapids. The District's geographic boundaries includes 6 local units of government (LUG) which include the cities of Grand Rapids and Walker, and the townships of Alpine, Plainfield, Tallmadge, and Wright. The total population of these 6 LUGs is 282,122. The 6 local units of government cover 213.0 square miles, of which the district covers 46.62 Square Miles.

The number of children under five years old in the school district boundaries is 6.1%, which is above the state average of 5.6%. The number of citizens 65 years and older in the school district boundaries is 14.5%, which is lower than the state average of 15.9%. The median age of the residents of the school district has remained consistent over the past three years at 36 years of age.

Single family female households is 12.4%, while single family male households is 4.7%. The percentage of married households is 47.5%, which has decreased over the last seven years when it was 49.8%.

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Our families have a diverse economic background. The average Taxable Value per Capita is \$33,997 and the Median Income ranges from \$44,369 - \$70,873. The census poverty rate has seen a significant decrease over the last four years from 20% in 2017 to 9% in 2020. While the census poverty status has seen this significant decrease, the number free and reduced percentage has remained steady hovering around 50%.

The ethnicities of the population in the Kenowa Hills School District as of the 2017 census data is as follows:

Caucasian (White) 85.8%

Hispanic 5.1%

African American (Black) 2.9%

Asian 2.7%

Two or More Races 3.3%

Other .5%

The biggest businesses located in our area are: Meijer Co., Bissell, Wal-Mart and Irwing Seating Company. In addition, there are numerous agricultural farms and various retail stores (both private and corporate).

DATA SOURCES: United States Census Bureau American Factfinder and Munetrix

Staff Demographic Data

Alpine Elementary School is a Kindergarten through 5th grade building. There are 3 sections of Kindergarten, 1 section of pre-Kindergarten, 3 sections of 1st, 3 sections of 2nd, 2 sections of 3rd, 3 sections of 4th and 3 sections of 5th. We offer Music, STEM, Physical Education, Art and Spanish as specials and have a variety of interventionists, special education teachers and itinerants, and other support staff to meet our student needs. There is one administrator, one school social worker, 2 administrative assistants and thirty (26.2 FTE) teachers.

The majority of Alpine's staff members have been teaching over 11 years and over 75% have advanced degrees in education. In addition, a majority of staff have remained at Alpine with many requesting to be assigned at this building. The few changes in staffing that have occurred are due to class sizes (addition or deletion) or personal leave due to family needs or retirement. A positive working and supportive environment is evident as a result of the low level of teacher turnover. For the 2019-2020 school year, we added one additional 5th grade section (the teacher looped up with their students causing the vacancy to be created in 4th grade). In the 2018-2019 school year we added a full time social worker, PBIS paraprofessional and LRE paraprofessional. The additional SEL (Social Emotional Learning) staff has allowed us to support student needs and instruction more effectively. A majority of our staff is Caucasian and we have a significant number of males for an elementary building when compared to others similar sized elementary schools. Although some diversity exists with our paraprofessional staff (Hispanic), we need to continue to consider how we may bring more diversity to our certified staff.

The staff consists of the following levels of highest degree:

Bachelor's Degree = 7

Master's Degree = 8

Master's Degree +15 = 7

Master's Degree + 30 = 7

Education Specialist's Degree = 2

Student Demographic Data

Alpine Elementary overall student enrollment remains fairly consistent from year to year (little change). However, enrollment continues to be higher in the fall than in the spring due to migrant students and a variety of transient families and available housing. Our building continues

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to face competition from other educational entities. Our school addresses enrollment challenges by holding students to a high academic standard (personal mastery), by offering a variety of supports to assist families with various needs (KSSN), and a variety of tiered supports to meet student academic and behavioral needs. In addition, recent renovations and availability of one to one student devices also encourages families to consider Kenowa Hills (and Alpine Elementary) as a district to enroll their child in. Our overall district enrollment has shown a slight increase over the past few years and this allows us to plan accordingly for class sections and other programming.

Our attendance rate continues to be very positive with a supermajority of students attending on a daily basis. Attendance issues that exist pertain to specific students with chronic attendance concerns. Our caring staff, welcoming environment, quality instruction and connection with families encourages students to attend. In addition, our attendance team continues to monitor attendance, hold parents accountable and communicate the importance of attending school each and every day.

Our building has a significant number of at risk students due the socio economic status of our families (approximately 75% of families qualify for free or reduced lunch with some qualifying as homeless) as well as a significant number of students who qualify as English Learners (some crossover exists between our EL students and Hispanic and Migrant students) or receive special education services. Our building intervention support, EL staff and special education services are available to serve this group of students. We also offer extended day and year learning opportunities to provide students with additional time.

Our building is fairly diverse ethnically as well. Although half of our students are caucasian, we have a significant number of students who are Hispanic and a significant number of students who are African American or fall into the "Other" classification. Another important note regarding student demographics is that we have a significant number of students who qualify as migrant who attend our school in the fall from the start of the school year through the end of October. It is important that we continue to celebrate our diversity and are cognizant about being sensitive to the needs and cultures of our students. Ensuring that these populations are represented in the texts we use is important.

Staff Perception Data

Staff perception data is based on 12 participants who took a staff survey in the winter of the 2019-2020 school year using the surveys available in ASSIST. Both certified staff and support staff were welcome to take the survey. The survey used a rating scale of 1 to 5 (with 1 being strongly disagree, 2 being disagree, 3 being neutral, 4 being agree and 5 being strongly agree). Successes are identified based on a score of 3.8 or above on the scale and challenges are identified based on a score of 2.9 and below on the scale.

Successes

Governance and Leadership

Our school's governing body or school board complies with policies, procedures, laws and regulations. (4.1)

Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.(4.1)

Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership. (4.1)

Our school's leaders support an innovative and collaborative culture. (4.1)

Our school's leaders expect staff members to hold all students to high academic standards. (4.7)

Our school's leaders hold themselves accountable for student learning. (4.6)

Our school's leaders regularly evaluate staff members on criteria designated to improve teaching and learning. (4.4)

Our school's leaders ensure all staff members use supervisory feedback to improve student learning. (4.1)

Our school's leaders engage effectively with all stakeholders about the school's purpose and direction. (4.1)

Our school's leaders provide opportunities for stakeholders to be involved in the school. (4.2)

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Purpose and Direction

Our school's purpose statement is clearly focused on student success. (4.5)

Our school's purpose statement is formally reviewed and revised with involvement from stakeholders. (3.9)

Our school's purpose statement is based on shared values and beliefs that guide decision making. (4.3)

Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body. (4.2)

Our school has a continuous improvement process based on data, goals, actions and measures for growth. (4.6)

Resources and Support Systems

Our school provides qualified staff members to support student learning. (4.8)

Our school provides instructional time and resources to support our school's goals and priorities. (4.1)

Our school provides sufficient material resources to meet student needs. (3.9)

Our school provides protected instructional time. (3.8)

Our school provides a variety of information resources to support student learning. (4.2)

Our school provides a plan for the acquisition and support of technology to support the school's operational needs. (3.8)

Our school provides high quality student support services (e.g. counseling, referrals, career planning, etc.). (4.2)

Our school maintains facilities that support student learning. (4.4)

Our school maintains facilities that contribute to a safe environment. (4.5)

Teaching and Assessing for Learning

All teachers in our school monitor and adjust curriculum, instruction and assessment based on data from student assessments and examination of professional practice. (4.3)

All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students. (4.1)

All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills. (4.2)

All teachers in our school use a variety of technologies as instructional resources. (4.1)

All teachers in our school use a process to inform students of their learning expectations and standards of performance. (4.1)

All teachers in our school provide students with specific and timely feedback about their learning. (4.1)

All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum. (4.1)

All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria. (3.9)

All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas. (4.3)

All teachers in our school have been trained to implement a formal process that promotes discussion about student learning. (4.1)

In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking and life skills. (3.8)

In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience. (4.1)

In our school, all staff members use student data to address the unique learning needs of all students. (4.3)

In our school, staff members provide peer coaching to teachers. (4.2)

In our school, a formal process is in place to support new staff members in their professional practice. (4.2)

In our school, all staff members participate in continuous professional learning based on identified needs of the school. (4.4)

In our school, a professional learning program is designed to build capacity among all professional and support staff members. (4.3)

In our school, all school personnel regularly engage families in their child's learning progress. (4.2)

In our school, all stakeholders are informed of policies, processes and procedures related to grading and reporting. (4.0)

Using Results for Continuous Improvement

Our school uses multiple assessment measures to determine student learning and school performance. (4.3)

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Our school employs consistent assessment measures across classrooms and courses. (3.9)

Our school has a systematic process for collecting, analyzing and using data. (3.8)

Our school uses data to monitor student readiness and success at the next level. (4.2)

Our school leaders monitor data related to student achievement. (4.1)

Our school leaders monitor data related to school continuous improvement goals. (4.1)

Challenges

Resources and Support Systems

Our school provides opportunities for students to participate in activities that interest them. (3.2)

Our school provides a plan for the acquisition and support of technology to support the school's operational needs. (3.6)

Using Results for Continuous Improvement

Our school ensures all staff members are trained in the evaluation, interpretation, and use of data. (3.3)

Teaching and Assessing for Learning

In our school, related learning support services are provided for all students based on their needs. (3.8)

Targets

Provide academic support services for students in need and remove barriers to learning.

Provide opportunities for students to participate in activities that interest them.

Frequent communication and coaching on pertinent teaching practices that impact student learning.

Summative and formative assessment practices need to be reviewed and data protocols utilized regularly throughout the year.

*Open ended responses referenced the above results. Positive comments were related to our school and staff culture and the collegiality that exists. The above challenges and targets were evident as well. In addition, comments referenced the need to support the emotional well being of staff to manage stress.

Activities

Identify students needing social services & the barriers as to why they are not receiving the services.

Use grant funds or available general funds strategically to best meet student needs.

Use data effectively to adjust instruction in the classroom to meet students needs (ex. - small group instruction, one on one conferring, etc.).

Provide instructional coaching and collaborative planning time for staff to discuss best practice.

Communicate community education opportunities and activities for students and families available.

Student Perception Data

Student perception data is based on 100 participants who took a student survey in the winter of the 2019-2020 school year using the surveys available in ASSIST. Students in grades 3rd - 5th were invited to take the survey. The survey used a rating scale of 1 to 3 (with 1 being disagree, 2 being "I Don't Know", 3 being agree). Successes are identified based on a score of 2.5 or above on the scale and challenges are identified as our lowest 3-5 scores.

Governance and Leadership

In my school my teachers want me to do my best work. (2.89)

Purpose and Direction

In my school my principal and teachers want every student to learn. (2.92)

In my school I am learning new things that will help me. (2.84)

Resources and Support Systems

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My school is safe and clean. (2.48)

My school has many places where I can learn, such as the library. (2.91)

My school has computers to help me learn. (2.97)

My school wants children in our school to help each other even if we are not friends. (2.76)

Teaching and Assessing for Learning

My teachers help me learn things I will need in the future. (2.85)

My teachers use different activities to help me learn. (2.91)

My teachers listen to me. (2.64)

My teachers tell me how I should behave and do my work. (2.82)

My teachers ask my family to come to school activities. (2.52)

My teachers always help me when I need them. (2.67)

My teachers tell my family how I am doing in school. (2.79)

My teachers care about students. (2.91)

Using Results for Continuous Improvement

My principal and teachers tell children when they do a good job. (2.63)

My principal and teachers help me be ready for the next grade. (2.66)

Challenges

Governance and Leadership

In my school I am treated fairly.

In my school students treat adults with respect.

Resources and Support Systems

My school is safe and clean.

Teaching and Assessing for Learning

My teachers ask my family to come to school activities.

Using Results for Continuous Improvement

My principal and teachers ask me what I think about school.

Targets

Character education is a needed component to build upon our school's success. Help students understand the definition of bullying.

Students need assistance understanding when opportunities for their voice to be heard exist and when they have an opportunity to provide input or give feedback.

Develop ways in which students can take ownership of showing respect to the school/keeping the school clean.

Offer additional building wide opportunities to have parents engage in school events during the school day.

*Open ended responses referenced the above results.

Activities

Additional time needs to be devoted to the successful implementation of True Success and Capturing Kids Hearts. Our Behavior Improvement Team (BIT) needs to continue to meet to create greater consistency across the building related to standard operating procedures (SOP's) and helping students understand the definition of bullying.

Maximizing our social emotional learning resources to build efficiency, communication, understanding and accessibility of available interventions.

Teachers need to survey students more regularly to hear their thoughts about the learning and their school experience. We need to provide

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examples of when students input is used to make a decision or alter plans.

Continue to offer events that entice parents to volunteer during the school day.

Parent Perception Data

Parent perception data is based on 7 participants who took a parent survey in the winter of the 2019-2020 school year using the surveys available in ASSIST. All parents were invited to take the survey and it was shared in multiple communications and open to take for approximately 3 months. The survey used a rating scale of 1 to 5 (with 1 being strongly disagree, 2 being disagree, 3 being neutral, 4 being agree and 5 being strongly agree). Successes are identified based on a score of 3.8 or above on the scale and challenges are identified based on a score of 2.9 and below on the scale.

Governance and Leadership

Our school has high expectations for students in all classes. (4.29)

Our school communicates effectively about the school's goals and activities. (4.29)

Purpose and Direction

Our school's purpose statement is clearly focused on student success. (4.33)

Our school's purpose statement is formally reviewed and revised with involvement from parents. (4.00)

Our school has established goals and a plan for improving student learning. (4.11)

Resources and Support Systems

Our school provides qualified staff members to support student learning. (4.57)

Our school provides an adequate supply of learning resources that are current and in good condition. (4.57)

Our school provides a safe learning environment. (4.43)

Our school provides students with access to a variety of information resources to support their learning. (4.43)

Our school provides excellent support services (e.g., counseling, and/or career planning). (4.29)

Our school provides opportunities for students to participate in activities that interest them. (4.14)

Our school ensures that the facilities support student learning. (4.29)

Our school ensures effective use of financial resources. (4.14)

Our school ensures that instructional time is protected and interruptions are minimized. (4.29)

Teaching and Assessing for Learning

All of my child's teachers provide an equitable curriculum that meets his/her learning needs. (4.57)

All of my child's teachers provide work that challenges my child. (4.57)

All of my child's teachers use a variety of teaching strategies and learning activities. (4.86)

All of my child's teachers meet his/her learning needs by individualizing instruction. (4.14)

All of my child's teachers work as a team to help my child learn. (4.71)

All of my child's teachers help me understand my child's progress. (4.29)

All of my child's teachers keep me informed regularly of how my child is being graded. (3.86)

All of my child's teachers report on my child's progress in easy to understand language. (4.00)

My child sees a relationship between what is being taught and his/her everyday life. (4.29)

My child knows the expectations for learning in all classes. (4.71)

My child has at least one adult advocate in the school. (4.71)

My child is given multiple assessments to measure his/her understanding of what was taught. (4.14)

My child has up to date computers and technology to learn. (4.00)

Using Results for Continuous Improvement (NEEDS TO BE RETYPED - Ryan)

Our school ensures that all staff members monitor and report the achievement of school goals. (4.14)

My child is prepared for success in the next school year. (4.43)

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My child has administrators and teachers that monitor and inform me of his/her learning progress. (4.14)

Challenges

Governance and Leadership

Our school's governing body does not interfere with the operation or leadership of our school. (2.14)

Our school shares responsibility for student learning with its stakeholders. (2.43)

Our school provides opportunities for stakeholders to be involved in the school. (3.0)

Teaching and Assessing for Learning

My child has access to support services based on his/her identified needs. (3.29)

Targets

Focus on the SEL needs of students and align structures to support positive behavior.

Building an open line of communication between home and school.

Effectively communicating student progress in terms parents will understand on a frequent basis.

Provide tiered interventions to support student learning.

*Open ended responses referenced the above results. One noteworthy comment pertained to having sufficient supervision during unstructured time/play.

Activities

Implement components of Capturing Kids Hearts and further develop tiered interventions to support academic and behavioral growth.

Connect with parents at annual open house and communicate open door policies.

Ensure parent contact information is accurate and teachers are able to successfully communicate with all parents.

Further implement our new learning management system (Canvas).

Continuously seek representatives for our school improvement teams and evaluation processes.

Process Data

For the 2019-2020 school year, our school improvement team reviewed the self assessment and identified all successes based on individual strands scoring a 3 (implemented) or higher by our team and all challenges scoring a 2 (partial) or below. For the 2020-2021 school year, our school improvement team will review data entered in Munetrix and identify the top 3 to 5 successes and challenges based on average scores in the indicators scoring above a 3.2.

Successes

Strand 1: Teaching for Learning - Grades K-5 have a pacing guide on one document.

Strand 1: Teaching for learning - A quality learning environment is present. Learning targets and success criteria are prevalent throughout the building.

Strand 1: Instructional Design- Instruction is designed to meet the learning needs of all students based on assessment results.

Strand 1: Learning Environment - Social emotional support structures and safe environments are in place. Implementation of Capturing Kids Hearts and True Success.

Strand 2: Leadership for Learning - Overall a strand of strength. Support structures and professional learning opportunities are aligned to our vision. Teachers are encouraged to take risks. Resources are allocated based on student need.

Strand 2: Leadership for Learning - Leadership opportunities exist and staff input is sought on a regular basis.

Strand 2: Leadership for Learning - Growth continues with intentional use of data to drive instruction. This is supported through grade level PLC groups.

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Strand 2: Leadership for Learning - Communication to the community has increased through the use of social media. Celebrations are routinely shared.

Strand 3: Professional Learning Culture - Collaborative Teams - Overall a strand of strength. Teachers are meeting regularly in grade level PLCs and cohort PLCs to develop and refine knowledge, skills and abilities to support student learning. We have had an emphasis on embedding social emotional learning practices across all aspects of professional development.

Strand 3: Professional Learning Culture - Impact of Professional Learning - Overall a strand of strength. Teachers are given the opportunity to reflect on professional learning and the impact in their classroom. Classroom learning labs continue to foster reflective thinking and demonstrate how learning impacts practice.

Strand 3: Professional Learning Culture - Purposeful Planning - Overall area of strength. Our building plan for professional learning continues to be reviewed and updated each year based on identified needs and input from staff. Instructional support is tailored to individual staff goals.

Strand 3: Professional Learning Culture - Collective Responsibility - Staff continue to engage in professional learning within and outside contractual times. Staff engage in professionally learning across grade levels/departments and seek out others to continue to grow to support the learning needs of all learners.

Strand 4: School, Family, & Community Relations- Strong coordination of partnerships.

Strand 4: School, Family, & Community Relations- Available staff to accommodate the needs of spanish-speaking families.

Strand 4: School, Family, & Community Relations- Programs are offered to meet the socio-economic and social/emotional needs of students and families.

Challenges

Strand 1: Teaching for Learning - System of extensions for advanced students.

Strand 1: Teaching for Learning - Teachers are operating on different or underdeveloped definitions of terms such as: rigor, high-levels, greater depth of knowledge.

Strand 1: Student involvement could be more prevalent in the assessment process.

Strand 1: More time is needed for adequate reflection of practices and assessment data between and among grade levels.

Strand 2: Leadership for Learning - Experience & collaboration needed to analyze data and time to do so to impact instruction.

Strand 2: Keeping the vision/mission "alive" throughout the school year. Collecting student voice into school level decisions. Working to create student leadership through student council/input.

Strand 2: Classroom coverage for leadership meetings.

Strand 3: Continuing to draw connections between a variety of professional learnings to district, school and personal goals.

Strand 4: Strand 4: School, Family, & Community Relations- Communication of current curriculum through multiple means.

Strand 4: School, Family, & Community Relations - Design and maintain district/school website to communicate curriculum.

Strand 4: School, Family, & Community Relations - To gain greater understanding of cultural responsiveness among staff.

Strand 4: School, Family, & Community Relations - Involving parents and community in the decision making processes in the building.

Targets

Processes for continuous review of data.

Accountability for improved student performance as a result of implemented professional learning (results reflect implemented practice).

Families, students and community members actively participate in student learning. This includes student involvement in the assessment process.

Maintain a communication plan that effectively connects parents with curriculum and student learning and allows them an opportunity to provide input into school based decisions.

Essential standards will be identified and teachers will have common definitions of rigor, high levels of learning and greater depth of knowledge and can apply common definitions to instructional planning. Further development and communication of essential standards.

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Activities

Instructional Coach will meet with grade level teams to assist with data analysis regularly.

PLC's will regularly review and discuss data in their regular meetings using the data protocol introduced earlier this school year. Evidence of this will be seen in PLC meeting minutes.

Professional development will support teacher understanding of assessments, data and include reflection on instructional practices in response to student data.

Collaborative professional learning opportunities across grade levels.

Continue to provide opportunities to connect with families through learning nights, conferences, EL night, and a variety of parent volunteer opportunities (WatchDOGS, chaperones, volunteer readers, etc.). Consider developing a committee to monitor our efforts. Establish a family council to provide a greater opportunity to receive feedback and input into school based decisions.

Teachers create procedures to include students in the assessment processes.

Yearly maintenance for district/building website.

Professional Development to clarify definitions of high levels of learning, rigor, and depth of knowledge with examples at each grade level preK-5. Identifying and communicating essential standards to clarify understanding of curriculum.

State Achievement Data

Overall proficiency for all grades in math is 23.7% and overall proficiency for all grades in reading is 37%. Our performance continues to remain consistent with other schools with similar demographics. Our reading performance across all grades is greater in reading than in math and there is a dip in reading performance for students in fifth grade. We have historically shown a slightly higher performance level in reading when compared to other schools with similar demographics.

Data Points for Improvement (see CNA data spreadsheet):

<https://docs.google.com/spreadsheets/d/1LEh43Y83FaDXZteOxYrrAM7LPv5ieFWfJaashXoZLCQ/edit#gid=0>

Percentage of students scoring proficient in Reading and Math across grades 3-5.

Percentage of females scoring proficient in Math in 5th grade.

Percentage of students scoring proficient in Science and Social Studies in 5th grade.

Percentage of students scoring below proficiency in various subgroups (English Learner (EL), Hispanic, Economically Disadvantaged, Students with Disabilities).

ELA:

3rd Grade = Students with Disabilities

4th Grade = Economically Disadvantaged, Hispanic

5th Grade = Hispanic, Male

MATH:

3rd Grade = Students with Disabilities, Female

4th Grade = Economically Disadvantaged, Hispanic, Female

5th Grade = Hispanic, Female

A large majority of students in 5th grade in Science and Social Studies are not demonstrating proficiency. There is not a significant gap in this data due to the low number of students scoring proficient. Strategies to address this deficit will be related to building reading skills when working with non-fiction texts.

Strategies/Activities for Improvement: Implementation of Early Literacy Practices, Extended Day/Year Programming, Phonics First, Individual Reading Plans, MTSS Processes and Procedures (Reading Intervention & EL Supports), PLC's, Tier I Small Group Instruction, Visible

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Learning for Reading Cohort Study Group.

State Subgroup Data

The school team collected and reviewed state subgroup data and set up trend charts for all grades at content areas. Data was collected from Munetri as well as the BAA site. Results of the review indicate subgroups with a discrepancy of 10% or more.

All students are performing below state and district levels. Students who qualify as ED, Hispanic or Special Education tend to perform at a lower proficiency level than when compared to all students. Gaps are evident in some grades and content areas based on all student performance. At times there is not a gap larger than 10% to address or a significant number of students to consider for a subgroup. Some discrepancies are present when analyzing male and female performance. Evidence exists that shows our females outperforming males in reading and males outperforming females in math.

A large majority of students in 5th grade in Science and Social Studies are not demonstrating proficiency. There is not a significant gap in this data due to the low number of students scoring proficient. Strategies to address this deficit will be related to building reading skills when working with non-fiction texts.

Strategies/Activities for Improvement: Implementation of Early Literacy Practices, Extended Day/Year Programming, Phonics First, Individual Reading Plans, MTSS Processes and Procedures (Reading and Math Intervention as well as EL Supports), PLC's, Tier I Small Group Instruction, Visible Learning for Reading and Math Cohort Study Groups, Hands on Math Manipulatives, Math Talks.

Local Data

Although students may not be scoring at the expected grade level for either fall or spring, when looking at individual growth it is apparent that significant growth does occur from Fall to Spring. Historically, our proficiency levels are below average, however, a majority of growth targets are met for each grade based on the amount of growth potential that exists for our students. Fountas and Pinnell test results indicate that more gains occur in reading at first and second grade, however, the average percentage of proficiency across grades K-5 increases by 12 percentage points. When looking at NWEA MAP reading data, most growth occurs in grades 1st-4th (average PK-5 = 7 RIT point increase). When looking at NWEA MAP math data, growth is evident across K-5th (average PK-5 = 6 RIT point increase). It is worth noting that the average gains in math are less and as a result math will need to continue to be a focus across all grades. In addition, we need to continue building foundational reading skill in the upper elementary grades where growth is less than at the lower elementary levels. Based on a review of our NWEA MAP gap analysis, there is not a significant difference between how our males and females perform across the grades (less than a 10 point difference). It can be noted that our males in 4th grade math did outperform our girls by 7 points. Based on a review of our NWEA MAP gap analysis, there is evidence of how our students who are economically disadvantaged perform. Although the gap is not above 10 points across the grades, there is a gap in both reading and math in 4th (10 points in math, 8 points in reading).

Science (Based on Assessed Common Assessments as of 3/6/2019)

CALCULATION was taken by taking an average of the percent proficient of standards assessed to date.

<https://docs.google.com/spreadsheets/d/1VbKnPi5sDVfRq0x93IqfLgMCiHKRtBFy0LhgsHaB8Q/edit#gid=616158012>

K Average Proficiency on Grade Level Standards = 94%

1st Average Proficiency on Grade Level Standards = 99%

2nd Average Proficiency on Grade Level Standards = 100%

3rd Average Proficiency on Grade Level Standards = 96.5%

4th Average Proficiency on Grade Level Standards = 50%

*4th has a variety of IP's and unassessed standards to date.

5th Average Proficiency on Grade Level Standards = 97.5%

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Social Studies (Based on Assessed Common Assessments as of 3/6/2019)

CALCULATION was taken by taking an average of the percent proficient of standards assessed to date.

https://docs.google.com/spreadsheets/d/1fRn0X9J0N_VzrMCYUU00q4exDxole2fIPoSQtLaps/edit#gid=1124873145

K Average Proficiency on Grade Level Standards = 92%

1st Average Proficiency on Grade Level Standards = 98%

2nd Average Proficiency on Grade Level Standards = 100%

3rd Average Proficiency on Grade Level Standards = 97%

4th Average Proficiency on Grade Level Standards = 40%

5th Average Proficiency on Grade Level Standards = 98%

CNA Conclusions

Once staff have had time to analyze and reflect on the data trends, conclusions are drawn based on the needs identified, for strategies and activities needed to improve student achievement, staff learning, and parent engagement. These conclusions are as follows and will be included in the continuous improvement goals as appropriate.

-Social Emotional Learning (SEL) needs to continue to be a focus for all staff. Strategies to support the social/emotional needs need to be maintained and built upon. This includes: Further implementation of Capturing Kids Hearts components. Continued usage of our character education resource, True Success.

-Multi-Tiered SEL supports to help students develop positive behavior. Examples - Restorative Practices, Social Skills Groups, Social Work Support (w/behavior interventionists, LRE paraprofessional), etc.

-Instructional coaching will continue to be provided to all staff. This includes: 5D Professional Development, Early Literacy and Math Instruction, Professional Development Data Protocol, Professional Development and Support Coaching Cycles, Classroom Learning Labs, Cohort Groups

-Deeper implementation of an effective instructional framework (Gradual Release of Responsibility) with a continued emphasis on collaborative learning and small group instruction.

-Implementation of a learning management system (LMS) known as Canvas.

-Continue efforts to engage parents/caregivers in the education of their child. This includes: Provide events before, during and after school to entice parents to volunteer or actively engage with their child's learning. Offer a parent event after school focused on building math and/or literacy skills. Ongoing communication between home and school. Universal book bag program for ALL students including word building kits for our non-readers. Continuation of our family council.

-Instructional expectations and strategies across grade levels and content areas. This includes: Direct Vocabulary Instruction Expected Minutes of Instruction per Content Area.

-An Academic Multi-Tiered System of Support that Includes Flexible Grouping (Examples - Title I, 31a, Title III, Title IC grant funded personnel).

-Grade Level Professional Learning Communities

-Implementation of Performance Assessments. Develop Math Fluency and Use of Real World Math Applications

-Phonics 1st, Phonics Dictation, Phonemic Awareness

-Non-Fiction Texts with an emphasis on providing reading accommodations and finding content at student reading levels.

-Test taking strategies

-FOSS Science Kits

-STEM Instruction

-Extended day and year learning opportunities will be provided. This includes offering after school tutoring to our migrant students in the fall, Kindergarten through 3rd grade during the second and third trimesters and summer school offered to qualifying students in July and August.

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Kent School Service Network (KSSN) services will continue to be provided to students to service the whole child. This includes the use of a school coordinator, mental health care clinician and DHHS staff to meet student and family needs.

-Potential professional development opportunities needed (in addition to opportunities built into our school structures as noted): Capturing Kid Hearts (2nd Series), Gradual Release of Responsibility, Early Literacy Practices in Reading and Mathematics , Performance Assessments, Learning Management System - Canvas.

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.

School goals are directly connected to the needs assessment (data). Objectives have been set that will assist our school in reaching 85% proficiency by 2025 (5 years). Achievement gaps between specific subgroups have been identified and objectives have been set to close this gap over time. In addition, perception and school system review data has been reviewed and analyzed to determine needs to develop our school improvement plan. Over the course of the past two years, we have had an emphasis on social emotional learning and the support need to assist in the development of the "whole" child.

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?

Our goals are stated using the wording, "All students will..." and our objectives address both our total student population, as well as, various subgroups (at-risk learners).

Component 2: Schoolwide Reform Strategies

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

In our school improvement plan, the three main strategies utilized are:

1. A Guaranteed and Viable Curriculum
2. Safe and Orderly Environment
3. Effective Instructional Framework
4. Competency-Based Personalized Learning System of Education

*It is to be noted that MTSS processes and parent involvement are embedded into these strategies as activities.

These strategies have researched based activities that will assist all students in reaching the state's standards.

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).

All strategies and activities in our schoolwide plan increase the quality and quantity of instruction delivered to our student population. Our main strategies throughout our plan are:

1. A Guaranteed and Viable Curriculum
2. Safe and Orderly Environment
3. Effective Instructional Framework
4. Competency-Based Personalized Learning System of Education

Our activities include: Consistent Instructional Framework, Expected Minutes of Instruction, Vocabulary Instruction, Writing Integration, Math Fluency, Math Inquiries/Real World Applications, Non-Fiction Texts, Phonics/Phonemic Awareness Instruction, Foss Science Kits, Instructional Coaching, Proficiency Scales and Rubrics, Flexible Grouping, Summer Intervention, Grade Level PLC's, STEM Instruction, Extended Day Programming, Kent School Services Network, Capturing Kids Hearts, Book Bags, Parent Nights, Parent Communication and Participation, Procedures and Expectations, Social Emotional Learning Opportunities, Stakeholder Voice, Collaborative Learning, Implementation of a Learning Management System.

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

All our strategies in the schoolwide plan align with findings of the needs assessment. Our strategies were based on research and best practice and selected to meet the needs of individual learners.

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.

Two of the main strategies in our schoolwide plan are to have a guaranteed and viable curriculum and effective instructional framework.

Through these strategies, we will be able to provide a learning environment and instruction that is appropriate for every student and that will

challenge every student to make growth throughout the year.

Another one of our main strategies in our schoolwide plan developing a competency based personalized learning system of education. Through this strategy, we will be able to flexibly group students to instruct them at their instructional level in reading and math. Students who struggle demonstrating proficiency in reading and math will be provided with additional support and students who demonstrate proficiency in reading and math will be challenged with further extensions of their learning.

Maintaining a Safe and Orderly Environment is also a strategy listed throughout our school improvement plan. Through this strategy we are able to help develop the "whole" child through social emotional learning supports, parent involvement and developing a strong community.

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

One of our main strategies in our schoolwide plan is to have a competency based personalized learning system of education. Through this strategy, we will be able to flexibly group students to instruct them at their instructional level. Students who are most in need will be provided with additional intervention (small group instruction, specific skill instruction, extended day learning opportunities, and more frequent progress monitoring) in order to show grade level proficiency. Students will also be provided social, behavioral and emotional support as needed through our on site health care clinician, school community coordinator and Department of Health and Human Service case worker (KSSN staff).

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?

Teacher turnover rate is low. We have had a 99% retention of teaching staff in the past three years. Teachers who have left or changed grades have done so due to a lower student count in one grade versus another and Special Education counts. We have been able to retain staff in other teaching positions in the school or in the district.

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

Staff Demographics:

The average amount of years of teaching for staff is 16 years.

The average amount of years of staff that has taught/currently teaching at Alpine Elementary is 10 years.

7 staff members hold only a bachelor's degree.

8 staff members hold a master's degree.

7 staff members hold a master's degree +15.

7 staff members hold a master's degree +30.

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

District and building level traits that attract and retain highly qualified staff to Alpine Elementary include the following: community, state and nation recognition, welcoming environment, high level of collegiality among staff, competitive pay rates, professional development opportunities, teacher mentors for new teachers, administrative support, professional learning communities, instructional coaching, articulated instructional framework, tuition reimbursement, available technology for staff and students.

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

District and building level traits that attract and retain highly qualified staff to Kenowa Hills Public Schools include the following: welcoming environment, high level of collegiality among staff, competitive pay rates, professional development opportunities, teacher mentors for new teachers, administrative support, professional learning communities, instructional coaching, articulated instructional framework, tuition reimbursement, available technology for staff and students.

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.

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.

From 2014/15 school year through the current school year, professional development has been centered around implementing a competency based personalized learning system of education to better meet student needs. Professional Development activities include: instructional design and delivery, instructional framework (gradual release of responsibility), Fountas and Pinnel benchmark assessments, Math Expressions and developing math fluency (ex. "Number Talks"), implementing a reading/writing workshop model using MAISA, using a digital learning platform, and instructional coaching (classroom follow-up visits, classroom learning labs, etc.).

Most recently we have focus on social emotional learning and implementing key components from Capturing Kids Hearts. These activities are connected to providing a guaranteed and viable curriculum, effective instructional framework and a safe and orderly environment (in addition to personalizing learning). An emphasis will continue to be placed on math and ELA due to our data reflecting a need for improvement in these areas.

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

Professional development opportunities are included in our district's strategic plan. This plan is a 3 year "floating plan" that adjusts based on need and includes five main district initiatives (culture and climate, gradual release of responsibility, guaranteed and viable curriculum, standards-based grading and assessment and personal mastery) that drive district decisions.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		District Professional Development Plan 19-20

Component 6: Strategies to Increase Parental Involvement

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

Parents are involved in the design of the school wide plan. A parent representative is sought after to attend our school improvement meetings that are held before school. This parent is provided with the opportunity to provide feedback and approval on key components (goals, strategies, objectives and activities). In addition, prior to solidifying our school improvement plan, it is presented at one of our PTO (parent/teacher organization) meetings for additional feedback and suggestions for improvement.

For the 2019-2020 school year, we established a family council to meet periodically throughout the year to specifically discuss items pertaining to the improvement process and to solicit input into school related decisions.

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

At Alpine Elementary, we encourage and promote parent involvement. Parents are included in creating, implementing and evaluation of our School Improvement Plan. We hold School Improvement meetings a minimum of once per month and parent stakeholders are welcome to attend. In addition, a family council was created in the winter of the 2019-2020 school year to provide further opportunities for parents to be informed of and provide feedback to our school about our school wide plan. Our parent/teacher organization (PTO) also sets aside time to discuss our school improvement plan, tiered supports and provide feedback into various school level decisions and documents. We provide parent surveys and utilize parent input to improve school functions and communications. We welcome parent participation in our school and offer opportunities for parents to become involved in the form of classroom volunteers, chaperones on study trips, etc. Our parent engagement plan includes emphasizes a variety of ways in which our parents are involved as well.

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

At Alpine Elementary, we encourage and promote parent involvement. Parents are provided with opportunities to be included in creating, implementing and evaluation of our School Improvement Plan. We hold School Improvement meetings a minimum of once per month and parent stakeholders are welcome to attend. In addition, a family council was created in the winter of the 2019-2020 school year to provide further opportunities for parents to be informed of and provide feedback to our school about our school wide plan. Our parent/teacher organization (PTO) also sets aside time to discuss our school improvement plan, tiered supports and provide feedback into various school level decisions and documents. We provide parent surveys and utilize parent input to improve school functions and communications. We welcome parent participation in our school and offer opportunities for parents to become involved in the form of classroom volunteers, chaperones on study trips, etc. Our parent engagement plan includes emphasizes a variety of ways in which our parents are involved as well and ways we reach out to them. Furthermore, we invite parent representatives to attend our District Improvement Team meetings. Through formal meetings and communication sent home, data is shared and feedback is collected on how we are impacting student learning. We ask parents to assist in holding us accountable.

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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 Policy 19-20

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

Please see the document attached in prior field Component 6 titled, "Parent Involvement Policy 19-20."

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

At Alpine Elementary, the parent involvement components of the schoolwide plan are evaluated regularly during our monthly school improvement meetings and during other parent meetings we can leverage (family council, PTO, etc.). Parent surveys are distributed annually and input is collected regularly at various parent meetings (family council, PTO (parent/teacher organization), school events, etc.). The School Improvement Team and parent stakeholders analyze various sources of data to improve parent involvement. An annual staff meeting is dedicated annually to discuss research connected to parent involvement and to brainstorm ways in which parent involvement can be improved.

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

The Alpine Elementary School Improvement Team will collect results of surveys and other parent input to make positive changes to the school wide program, during monthly school improvement meetings. In addition, feedback is collected and shared during monthly parent meetings, as well as, staff meetings held by administration.

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

At Alpine Elementary, various stakeholders provide input for the development of the school-parent compact in the fall. The school-parent compact is presented annually each year at parent-teacher conferences. Teachers discuss the purpose and importance of the compact.

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

The note regarding the parent compact is sent home to families prior to conferences. At conferences, the parent compact is reviewed and discussed. The teacher, parent and student are required to sign the compact at conference. Signed parent compacts are kept on file for one year in the office.

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

Not applicable: Our building houses students in grades Kindergarten through fifth.

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Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Alpine Title I Parent Compact 19-20

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

The school improvement team at Alpine Elementary shares data results with staff at grade level meetings, staff meetings, school improvement meetings. Data is shared with parents at parent/teacher conferences and in parent communications (such as emails, phone calls, and newsletters). Furthermore, all results are published annually and posted on the building's website in the annual report. At Alpine Elementary, student academic progress results are provided at parent/teacher conferences in the form of report cards. In addition, individual student MAP results and various formative assessments are shared and discussed. Academic assessments will be translated as 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?

At Alpine Elementary School, preschool-aged children and their families are invited to attend our annual open house and other school events during the school day and after throughout the year. At open house, families familiarize themselves with the staff, the school, and the educational support they can provide outside of the school setting. Information on Kindergarten readiness skills and district offerings are provided to parents at our annual Kindergarten welcome. In addition, a Kindergarten "round-up" is held each year to provide students and parents with an orientation to our building and the Kindergarten classrooms. During "round-up", observations are made and data is recorded for future planning on those students entering Kindergarten the following school year. Invitations are extended to preschool-aged children to attend various school day activities throughout the year such as our School Picnic, Music Concerts and PTO sponsored events. For those students who attend our Kenowa Hills preschool program and will be incoming Kindergarten students the following year, data reflecting readiness skills for parents and staff is available to view. Our staff also visits our Early Childhood Center (ECC) to meet those students who attend there and to assess their readiness level in coordination with our district ECC staff.

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?

This question does not apply to our school, as we do not currently house a preschool program.

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?

Our district has a defined decision making model. A district assessment team comprised of representatives from all grades and departments meets to ensure horizontal and vertical alignment and consistency of assessments. Teachers at Alpine Elementary School have opportunities to make decisions regarding the assessments used in the school. Grade levels meet to discuss grade level assessments in the four content areas to ensure consistency and age appropriateness. Grade level chairs lead grade level teachers through this process. In addition, intervention specialists and special education staff provide input into what additional assessments may be utilized to determine student strengths and weaknesses. Grade level professional learning communities determine which assessments and the frequency in which they are administered. These decisions provide the necessary information needed to drive classroom instruction and additional support. At Alpine Elementary, grade level meetings, staff meetings, and school improvement meetings are used to gather input from all stakeholders and to make consensus decisions regarding schoolwide programs and processes. Depending on need, the building administrator will be required to make decisions based on greatest need.

Our district has also implemented a competency based personalized learning coach who is working to align the following across grade levels:

1. Measurement Topics
2. Essential Standards
3. Learning Progressions
4. Learning Targets
5. Success Criteria

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

Teachers evaluate student achievement data individually, as well as in professional learning communities, to identify student strengths and weaknesses, and provide differentiated instruction to meet the specific needs of each student. In addition, school wide data is discussed at staff meetings and school improvement meetings held throughout the year.

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.

PROGRAM DESCRIPTIONS

Literacy:

The Title I services provided at Alpine Elementary serve academically struggling students in the area of English Language Arts. Our intervention specialists provide small group interventions in reading and writing support to qualifying students. Kenowa Hills uses the MTSS model to provide interventions. Each student receives instruction and interventions in their classroom. Students who are not making adequate gains are referred by grade level PLCs and may receive interventions from specialists in a small group structure. These group sizes vary, but we will make an effort to follow the recommendation of a maximum of 3 or 4 students according to LLI (Leveled Literacy Intervention). Intervention specialists may support students in grades K-5.

Intervention specialists use the Fountas & Pinnell Leveled Literacy Program in kdg through 5th grade. To monitor student growth, intervention specialists use NWEA MAP test and Fountas & Pinnell Benchmark Assessments. Small group interventions are 4-5 days a week for 35-45 minutes a day.

Math:

The Title I services provided at Alpine Elementary serve academically struggling students in math. Our intervention specialists provide a combination of classroom core content support and/or small group interventions for qualifying students in various mathematical strands. Kenowa Hills uses the MTSS model to provide interventions. Each student receives instruction and interventions in their classroom. Students who are not making adequate gains are referred by grade level PLCs and may receive interventions from specialists in a small group structure. Small group interventions are 4-5 days a week for 30-50 minutes a day. To monitor student growth, intervention specialists can use NWEA MAP test, Numeracy Project Assessments, Math Recovery and classroom assessments.

Intervention specialists may support classroom instruction using the Numeracy Project and/or Math Recovery in small groups in Kindergarten - 5th grade. These group sizes will be 4 students as recommended by Numeracy Project. Students will receive instruction 4-5 days a week.

Instructional Coaching:

Alpine Elementary will use 66.4% FTE for Instructional Coaching. The instructional coach will work with Kindergarten through fifth grade teachers to support Tier 1 instruction based on student data. Coaches will work with teachers to guide Tier 1 instruction, thereby increasing student achievement.

Classroom Learning Labs

Manage logistics (scheduling, identifying host teachers, and facilitating)

Promote and advertise CLLs from all buildings

Align content of CLLs to the vision

Provide timely follow up from the CLLs with host/participant

Collect feedback for continuous improvement for coach (survey, conversations)

Create an awareness of collective efficacy (article for the start of the new year)

Advocate and communicate/build momentum about the power/benefits of CLLs

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Data-Driven Practices

Data discussion protocols (eg. pre/post assessments, surveys, student conversations, exit slips, small group analysis, parking lots, etc.)

Student centered data review on formative and summative assessments

Use feedback to reflect about the impact of coaching

Coaching Culture

Support an environment that nourishes growth mindset and a reflective culture

Promote innovative practices aligned to the building that feed the vision

Coaching

Practices a variety of coaching cycles/sections of cycles to grow coaching practice

Offers coaching cycle opportunities to staff, based on readiness

Coaching opportunities may include:

Coaching conversations

Co-teaching with coaching

Co-planning/modeling lessons for individual teachers, including debriefing

Goal Setting

CFVs, personalized based on where the teacher and coach are within this structure

Video-tape lessons of teachers and leading debrief discussions

Professional Learning Opportunities

Offer PD based on individual or group needs

Support implementation of Kenowa Hill's personal mastery vision

Create an awareness of collective efficacy

Collect voice on agendas and outcomes

Build shared leadership

IRP/Reading Law

Communicate IRP processes/procedures with teachers

Create and manage Google folders for IRPs

Support teachers with completing initial IRP

Facilitate 3-6 parent meetings to answer questions about IRPs, provide parents strategies for working with their child at home, and connect parents to resources for reading success.

Coaching Eligibility:

All highly qualified teachers are eligible for coaching but preference will be given to Title 1 teachers and teachers with Title 1 students based on student data. Coaching is ongoing based on student needs.

STUDENT IDENTIFICATION

1. In PLCs teachers share rank order lists from the Alpine Student Intervention Referral Process with intervention specialists. These students are eligible for Title 1 services.

2. Students to be serviced will be provided a notice of service. Parents have the right to deny service from our intervention staff.

STUDENT SELECTION PROCESS

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

Student History - CA60, previous teacher, parents

Standardized Assessments - Mstep, MAP

Reading/Math Level - F&P BAS, Numeracy Project assessment and/or Math Recovery

Common Assessments - grade level assessments, writing samples, observations

*When identifying our most at-risk students, it is important to look at multiple measures. Collecting at least one piece of data from each of the four areas will ensure we have an accurate picture of how students are performing. Please remember that at the beginning of the year it is beneficial to have a discussion with the previous year's teacher.

Step 2 - In PLC data meetings, discuss all at-risk students in your grade level based on information gathered in Step 1.

Step 3 - Rank order at-risk students beginning with students with the greatest needs on Grade Level Ranking List. The highest needs students are referred for services based on available intervention slots.

*Your grade level team will provide the recommendation for which students will qualify for intervention support from our intervention specialists.

*Intervention slots were recommended by the School Improvement Team based on the anticipated needs at the end of the previous school year. Grade levels will have a given number of intervention slots based on those expected needs. If student needs change during the current school year, the School Improvement Team can adjust the service schedule to best meet students needs.

Step 4 - Share Ranking/Referral list with Intervention Specialists. Intervention Specialists will present information to the S.I. team.

*The School Improvement team is required to identify the students who will be served by our Intervention Specialists. As a team, we need to identify the referral process, exiting process, and students served. Our needs at Alpine exceed our ability to service our at-risk students, therefore the S.I. team needs to recommend the most needy students first for service.

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?

Our intervention specialists and special education staff assist students experiencing difficulty by providing additional support 3-5 times per week during the school day in the area of reading and math utilizing a variety of tools and best practices. Students are also provided with extended day and year learning opportunities (before or after school and summer school). Further support is provided to students who qualify as LEP (Limited English Proficient) and are struggling with grade level concepts on a regular basis during the school day.

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

Teachers differentiate regularly in the classroom on a daily basis. Some of the accommodations and interventions include (but not limited to): individual goal setting, modified pacing/extended time, modified assignments, rephrasing directions, re-teaching, preferential seating, small-group assistance, building background knowledge, additional vocabulary instruction, and student collaboration.

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.

Federal, state and local education agency programs are coordinated in our schoolwide goals. Title IA, IIA, IC, III, IC, 31a, general funds, PTO (parent/teacher organization) funds, Alpine help fund are used to support core content area instruction, parent involvement activities, intervention, professional development, and other supplemental programming.

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.

1. Comprehensive Needs Assessment

Activities: Collect and Analyze Data (demographic, perception, student achievement and programs and process)

Funding Sources: General Funds

2. Schoolwide Reform Strategies

Activities: Classroom and Supplemental Instructional Strategies

Funding Sources: General Funds, Title III, Title IC, and 31a funds

3. Instruction by Highly Qualified Staff

Activities: Yearly Monitoring of the Certification of all Staff

Funding Sources: General Funds

4. Strategies to Attract High-Qualified Teachers to High Need Schools

Activities: Teacher salaries, technology, tuition reimbursement, administrators, health benefits, retirement benefits, professional learning communities

Funding Sources: General Funds

5. Highly Quality and Ongoing Professional Development

Activities: Classroom Learning Labs, Professional Learning Communities, Curriculum Academies, Math and Reading Instructional Framework, Professional Development for EL/Migrant Staff, Technology Training, Classroom Follow Up Visits

Funding Sources: General Funds, Title I A, Title II A, Title III, Title IC, 31a

6. Strategies to Increase Parental Involvement

Activities: Meetings with parents to develop Title I/31s programming, School improvement team meetings, During and after school parent activities, Kent School Services Network, Annual Title I parent night

Funding Source: General Funds, Title I A, Title III, Title IC, 31a

7. Preschool Transition Strategies

Activities: Open House visit to Kindergarten classrooms, Kindergarten Round-Up, Invitation to school functions

Funding Sources: General Funds, Student Help Fund, PTO Funds

8. Teacher Participation in Making Assessment Decisions

Activities: Professional learning communities

Funding Sources: General Funds

9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

Activities: Title I/31a Interventionists, Bilingual paraprofessional staff, after school tutoring, summer school, instructional resources

School Improvement Plan

Alpine Elementary School

Funding Sources: Title I, Title IC, Title III, 31a funds

10. Coordination and Integration of Federal, State and Local Programs and Resources

Activities: Staff ensures state, federal and local resource are being used to support the school wide plan

Funding Sources: Federal, State, and General Funds

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.

Alpine Elementary does not have a formal Violence Prevention program, however, we have implemented Capturing Kids Hearts and have a Tier I character education program known as True Success. In addition, we have monthly assemblies pertaining to specific themes to build positive student behavior. Alpine Elementary has implemented a school wide code of conduct ("Be the BEST you), uses restorative practices, and implemented a tiered system of social, emotional and behavioral supports. Positive student behavior is recognized throughout the school year.

Students are offered participation in the National School Breakfast and Lunch Programs and have the opportunity to apply for free or reduced meals at school.

Our Kent School Service school coordinator provides assistance to families by linking them to supports that will support their child basic needs, social, emotional and behavioral needs. A Department of Health and Human Service case worker is available at Alpine Elementary to assist families in finding affordable housing and other financial resources. District staff partner with Head Start migrant programs and other early childhood education organizations to assist students in developing Kindergarten readiness skills.

Alpine Elementary staff does not assist students or parents with adult education, vocational and technical education, and job training.

Evaluation:

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

Throughout the year, staff reviews student achievement data (MSTEP data, MAP data, common assessments and other available reading data and formative assessments) to evaluate the effectiveness of instruction and to adjust instruction to meet individual learner needs. Discussions are held in grade level professional learning communities and as a building staff. In the spring, staff at Alpine Elementary conducts an annual comprehensive needs assessment. Staff reviews current demographic data, perception data, programs and process data, and student achievement data. All data is reviewed to evaluate whether or not objectives have been met and are used to plan future strategies and activities. The school improvement team plays an essential role in this 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.

Throughout the year, staff reviews student achievement data (MSTEP data, MAP data, common assessments and other available reading data and formative assessments) to evaluate the effectiveness of instruction and to adjust instruction to meet individual learner needs. Discussions are held in grade level professional learning communities, across grade level in 4th and 5th, and as a building staff. In the spring, staff at Alpine Elementary conduct an annual comprehensive needs assessment. Staff review current demographic data, perception data, programs and process data, and student achievement data. All data is reviewed to evaluate if objectives have been met and used to plan future strategies and activities. The school improvement team plays an essential role in this process.

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.

Our school improvement team, at Alpine Elementary, has a process in place for evaluating if objectives have been met and the effectiveness of professional development training, parent involvement training and Title I and 31a programming. Evaluation consists of a staff survey, parent survey, student survey and student data as listed in the school wide plan.

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?

The school improvement team, at Alpine Elementary, review student data to determine if strategies have been effective. School improvement team members have grade level discussions and assist in making building level decisions on revising or continuing strategies in the schoolwide plan. Building administration works with instructional coaching staff and central office staff to support the needs that arise. A high level of collaboration exists district wide.

School Improvement Plan 2020-2021

Overview

Plan Name

School Improvement Plan 2020-2021

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 at Alpine Elementary School will become proficient readers.	Objectives: 7 Strategies: 4 Activities: 18	Academic	\$30
2	All students at Alpine Elementary will become proficient writers.	Objectives: 8 Strategies: 4 Activities: 14	Academic	\$18
3	All students at Alpine Elementary will develop proficient math skills.	Objectives: 11 Strategies: 4 Activities: 18	Academic	\$25
4	All students will demonstrate proficiency in Science.	Objectives: 1 Strategies: 4 Activities: 14	Academic	\$17
5	All students will demonstrate proficiency in Social Studies.	Objectives: 1 Strategies: 4 Activities: 14	Academic	\$18
6	All students will be aware of the Michigan's Six Career Zones.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$4

Goal 1: All students at Alpine Elementary School will become proficient readers.

Measurable Objective 1:

50% of Third, Fourth and Fifth grade students will demonstrate a proficiency in reading in English Language Arts by 06/04/2021 as measured by M-STEP data. .

(shared) Strategy 1:

Guaranteed and Viable Curriculum (CVC) - 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: English/Language Arts

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. Schmoker, M. (2005). Here and now: Improving teaching and learning. In R. DuFour, R. Eaker, & R. DuFour (Eds). On common ground: The power of professional learning communities (pp. 135-153). Bloomington, IN: Solution Tree. "Implementing a strategy of common, rigorous standards with differentiated resources and instruction can create excellence and equity for all students." (Childress, Doyle, & Thomas, 2009, p. 133, emphasis added).

Tier: Tier 1

Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will build vocabulary through direct instruction of specific terms deemed necessary for concept comprehension. This includes pre-teaching and reviewing key words, posting vocabulary on word walls, emphasizing vocabulary on teacher lesson plans/learning targets and utilizing components/best practices from the S.I.O.P. (Sheltered Instruction Observation Protocol) Model for Instruction (ex. - insert method). Professional development will focus on the intentional instruction of vocabulary.	Direct Instruction, Materials, Technology , Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Classroom Teachers, Specialists, Interventionists, Special Education Staff, EL Staff, Available Paraprofessionals, Building Principal.

Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

General education classroom teachers in grades K-5 will spend a minimum of 75 minutes each day in the content area of reading with all students. Time will be devoted to developing schedules that allow for large blocks of ELA instruction to occur.	Direct Instruction, Technology, Teacher Collaboration, Academic Support Program	Tier 1	Evaluate	08/24/2020	06/11/2021	\$1	General Fund	Classroom Teachers, Special Education Staff, Interventionists, EL Staff, Paraprofessionals, Specialists, Building Principal.
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Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaching will be provided to instructional staff. Coaching will focus on improving our workshop models/small group instruction in ELA and Math as well as implementing the early literacy and early math practices across all grades. Instructional coaches will be collaborating with staff and providing modeling. In addition, the instructional coach will support building teacher efficacy in utilizing our instructional framework (Gradual Release of Responsibility) and analyzing data using specific protocols. This will be done through coaching cycles, classroom learning labs and leveraging staff meeting, PLC meeting and other district time set aside for professional development.	Direct Instruction, Walkthrough, Supplemental Materials, Materials, Curriculum Development, Policy and Process, Teacher Collaboration, Behavioral Support Program, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Instructional Staff, Instructional Coach, Building Principal, Director of Curriculum.

Activity - Multi-Tiered System of Support (MTSS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically, socially and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need (whether the need is academic, behavioral or social), (2) monitoring progress frequently to make decisions about changes in instruction, goals or individual learning/behavior plans (3) using data are to allocate resources to improve student learning and school readiness, (4) supporting staff implementation of effective instructional and behavioral support practices.</p> <p>Students will be grouped by ability for individualized instruction. Groups will be flexible to allow for movement in and out of various ability groups. Social skill groups, social work service and counseling will be leveraged to support student growth. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education staff, SEL (social emotional learning) staff and KSSN staff will be utilized to provide support as needed. MTSS meetings will be held throughout the year to monitor student progress and provide support to all service providers as well as the general education teacher. NWEA MAP data, Fountas and Pinnell, state assessment and district assessment data as well as behavioral referral data will be used to guide instruction and interventions.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$5</p>	<p>Title I Part A, Title III, General Fund, Section 31a, Title I Part C</p>	<p>Administration, Certified Staff, KSSN Staff, SEL Staff, Paraprofessionals.</p>
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Activity - Summer Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Qualifying students will be provided with additional intervention over the summer to build reading skills and prevent summer regression.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Materials, Technology, Teacher Collaboration, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$2</p>	<p>Section 31a, Other</p>	<p>Administration, Certified Staff</p>

Activity - Kent School Services Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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<p>Kent School Service Network partnership will be continued to provide additional behavioral and social/emotional support to our students. This partnership will improve truant student attendance, impact positively student behavior and learning as well as increase parent involvement by building partnerships with organizations in our community. Alpine Elementary will be supported by a school coordinator, mental health care clinician and a department of health and human services worker.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Extra Curricular, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$2</p>	<p>Section 31a, General Fund</p>	<p>Administration, Certified Staff, KSSN Staff</p>
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Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Extended day learning opportunities will be provided so that additional support to students can be offered to who qualify in grades K-3. Support will be provided outside of the school day either before or after school during the second and third trimesters. Support will be based on performance data and reading and math skill development. Highly-qualified teachers will implement a research-based Tier II extended day program focused on phonics, phonemic awareness, fluency, vocabulary, comprehension, and content knowledge. It will build foundational skills required in reading to have success in the classroom independently. Instruction will include focus lessons, guided instruction, guided reading and collaborative learning experiences based on high interest texts.</p> <p>This includes providing extended day learning opportunities to our migrant students in the fall for grades K-5 from Title IC funds.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Technology, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$3</p>	<p>Other, Section 31a, Title I Part C</p>	<p>Administration, Certified Staff, Paraprofessionals</p>

School Improvement Plan

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Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Professional learning communities will be utilized to develop curriculum, discuss best practice and meet students needs. Time for certified staff to collaborate among building teams will be embedded into weekly schedules. Opportunities for certified staff to collaborate with grade level or department teams across the district will be provided at least quarterly.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
Activity - Phonics First Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>Teachers will utilize the resource, Phonics First, to develop student reading skills. Teachers will implement the program with fidelity to ensure students skills progress as expected. Training will be provided as needed.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Curriculum Development, Teacher Collaboration, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>		<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
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(shared) Strategy 2:

Safe & 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: English/Language Arts

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
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School Improvement Plan

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<p>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).</p> <p>A family council will continue to be assembled to provide parent representatives to contribute to school improvement planning and other school related decisions.</p>	<p>Recruitment and Retention, Direct Instruction, Materials, Curriculum Development, Policy and Process, Teacher Collaboration, Academic Support Program, Walkthrough, Supplemental Materials, Technology, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
Activity - Book Bags	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

Book bags will be utilized to provide families with accessible and hands on reading material that is leveled based on their student's zone of proximal development. This will help create a strong home to school connection. Teachers and parents will be able to set goals for reading at home.	Supplemental Materials, Materials, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	Title I Part A	Administration, Certified Staff, Instructional Coach, Support Staff
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Activity - Parent Involvement Learning Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will have the opportunity to engage in their child's learning by attending at least one parent night that will be geared toward developing student reading and/or math skills. Parents will be able to participate in a variety of activities to learn specific strategies to help their child at home and make learning fun.	Direct Instruction, Supplemental Materials, Materials, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/24/2020	06/11/2021	\$5	General Fund, Section 31a, Title I Part A, Title III, Title I Part C	Administration, Certified Staff, Paraprofessionals, EL Staff

Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Alpine Elementary School

<p>Frequent communication from school will occur through the district/school website, classroom websites, school-wide email blasts, classroom emails to parents, phone calls and notes home. In addition, a variety of activities will be held before, during and after school to involve parents in their child's school experience (ex.- open house, field day, winter concert, talent show, young author's day, etc.).</p> <p>Our homeless liaison will connect with families who qualify as McKinney Vento/Family In Transition to ensure that appropriate school documents are obtained, transportation needs are met and means of communication throughout the year are established. In addition, our homeless liaison will reach out to families of our qualifying McKinney Vento/Family In transition students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p>	<p>Direct Instruction, Supplemental Materials, Materials, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program</p>	<p>Tier 1</p>		<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
Activity - School and Classroom Culture	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>Staff will utilize components of Capturing Kids Hearts and the EXCEL (Engage, Explore, Communicate, Empower, Launch) to develop a positive school and classroom culture. Consistent procedures and expectations will be consistent across the building.</p> <p>Students will understand the components of our shared vision, "Be the BEST (Be a leader, show Excellence, be Safe and be Trustworthy) You", and apply them into the classroom for success. Students will have opportunities to provide input and feedback into classroom procedures and expectations. Students will take responsibility for monitoring their behavior.</p> <p>Our Behavior Improvement Team will meet regularly to monitor implementation efforts.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Walkthrough, Supplemental Materials, Technology, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis to support the social emotional learning needs of students. Teachers will utilize an instructional resource (True Success) to have conversations with students about behavioral expectations and how they can positively influence others. A consistent vocabulary and language will be used throughout the building by all staff. Professional development and implementation monitoring will occur.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Walkthrough, Supplemental Materials, Technology, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Special Education Staff, Support Staff</p>
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(shared) Strategy 3:

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: English/Language Arts

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

School Improvement Plan

Alpine Elementary School

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, Walkthrough, Materials, Curriculum Development, Technology, Policy and Process, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff, Instructional Coach

(shared) Strategy 4:

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: English/Language Arts

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.

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Alpine Elementary School

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 - Performance Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trained instructional staff will implement at least one performance assessment in their classroom during the school year to provide students with an opportunity to own their learning.	Direct Instruction, Walkthrough, Supplemental Materials, Materials, Curriculum Development, Policy and Process, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff, Paraprofessionals

Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Alpine Elementary School

<p>Our learning management system, Canvas, will be further implemented so that it can be utilized as an instructional tool/resource to support academic, social and behavioral growth. Canvas will support our efforts to personalize learning.</p>	<p>Direct Instruction, Walkthrough, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Support Staff</p>
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Measurable Objective 2:

25% of Third grade Students with Disabilities students will demonstrate a proficiency in reading in English Language Arts by 06/07/2019 as measured by M-STEP data.

(shared) Strategy 1:

Guaranteed and Viable Curriculum (CVC) - 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: English/Language Arts

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. Schmoker, M. (2005). Here and now: Improving teaching and learning. In R. DuFour, R. Eaker, & R. DuFour (Eds). On common ground: The power of professional learning communities (pp. 135-153). Bloomington, IN: Solution Tree. "Implementing a strategy of common, rigorous standards with differentiated resources and instruction can create excellence and equity for all students." (Childress, Doyle, & Thomas, 2009, p. 133, emphasis added).

Tier: Tier 1

School Improvement Plan

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Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will build vocabulary through direct instruction of specific terms deemed necessary for concept comprehension. This includes pre-teaching and reviewing key words, posting vocabulary on word walls, emphasizing vocabulary on teacher lesson plans/learning targets and utilizing components/best practices from the S.I.O.P. (Sheltered Instruction Observation Protocol) Model for Instruction (ex. - insert method). Professional development will focus on the intentional instruction of vocabulary.	Direct Instruction, Materials, Technology , Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Classroom Teachers, Specialists, Intervention ists, Special Education Staff, EL Staff, Available Paraprofes sionals, Building Principal.
Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General education classroom teachers in grades K-5 will spend a minimum of 75 minutes each day in the content area of reading with all students. Time will be devoted to developing schedules that allow for large blocks of ELA instruction to occur.	Direct Instruction, Technology , Teacher Collaborati on, Academic Support Program	Tier 1	Evaluate	08/24/2020	06/11/2021	\$1	General Fund	Classroom Teachers, Special Education Staff, Intervention ists, EL Staff, Paraprofes sionals, Specialists, Building Principal.
Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>Instructional coaching will be provided to instructional staff. Coaching will focus on improving our workshop models/small group instruction in ELA and Math as well as implementing the early literacy and early math practices across all grades. Instructional coaches will be collaborating with staff and providing modeling. In addition, the instructional coach will support building teacher efficacy in utilizing our instructional framework (Gradual Release of Responsibility) and analyzing data using specific protocols. This will be done through coaching cycles, classroom learning labs and leveraging staff meeting, PLC meeting and other district time set aside for professional development.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Curriculum Development, Policy and Process, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Instructional Staff, Instructional Coach, Building Principal, Director of Curriculum.</p>
Activity - Multi-Tiered System of Support (MTSS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically, socially and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need (whether the need is academic, behavioral or social), (2) monitoring progress frequently to make decisions about changes in instruction, goals or individual learning/behavior plans (3) using data are to allocate resources to improve student learning and school readiness, (4) supporting staff implementation of effective instructional and behavioral support practices.</p> <p>Students will be grouped by ability for individualized instruction. Groups will be flexible to allow for movement in and out of various ability groups. Social skill groups, social work service and counseling will be leveraged to support student growth. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education staff, SEL (social emotional learning) staff and KSSN staff will be utilized to provide support as needed. MTSS meetings will be held throughout the year to monitor student progress and provide support to all service providers as well as the general education teacher. NWEA MAP data, Fountas and Pinnell, state assessment and district assessment data as well as behavioral referral data will be used to guide instruction and interventions.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$5</p>	<p>Title I Part C, Title I Part A, Section 31a, General Fund, Title III</p>	<p>Administration, Certified Staff, KSSN Staff, SEL Staff, Paraprofessionals.</p>
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Activity - Summer Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Qualifying students will be provided with additional intervention over the summer to build reading skills and prevent summer regression.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Materials, Technology, Teacher Collaboration, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$2</p>	<p>Section 31a, Other</p>	<p>Administration, Certified Staff</p>

Activity - Kent School Services Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>Kent School Service Network partnership will be continued to provide additional behavioral and social/emotional support to our students. This partnership will improve truant student attendance, impact positively student behavior and learning as well as increase parent involvement by building partnerships with organizations in our community. Alpine Elementary will be supported by a school coordinator, mental health care clinician and a department of health and human services worker.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Extra Curricular, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$2</p>	<p>Section 31a, General Fund</p>	<p>Administration, Certified Staff, KSSN Staff</p>
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Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Extended day learning opportunities will be provided so that additional support to students can be offered to who qualify in grades K-3. Support will be provided outside of the school day either before or after school during the second and third trimesters. Support will be based on performance data and reading and math skill development. Highly-qualified teachers will implement a research-based Tier II extended day program focused on phonics, phonemic awareness, fluency, vocabulary, comprehension, and content knowledge. It will build foundational skills required in reading to have success in the classroom independently. Instruction will include focus lessons, guided instruction, guided reading and collaborative learning experiences based on high interest texts.</p> <p>This includes providing extended day learning opportunities to our migrant students in the fall for grades K-5 from Title IC funds.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Technology, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$3</p>	<p>Section 31a, Title I Part C, Other</p>	<p>Administration, Certified Staff, Paraprofessionals</p>

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Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Professional learning communities will be utilized to develop curriculum, discuss best practice and meet students needs. Time for certified staff to collaborate among building teams will be embedded into weekly schedules. Opportunities for certified staff to collaborate with grade level or department teams across the district will be provided at least quarterly.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
Activity - Phonics First Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>Teachers will utilize the resource, Phonics First, to develop student reading skills. Teachers will implement the program with fidelity to ensure students skills progress as expected. Training will be provided as needed.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Curriculum Development, Teacher Collaboration, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>		<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
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(shared) Strategy 2:

Safe & 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: English/Language Arts

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
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School Improvement Plan

Alpine Elementary School

<p>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).</p> <p>A family council will continue to be assembled to provide parent representatives to contribute to school improvement planning and other school related decisions.</p>	<p>Recruitment and Retention, Direct Instruction, Materials, Curriculum Development, Policy and Process, Teacher Collaboration, Academic Support Program, Walkthrough, Supplemental Materials, Technology, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
Activity - Book Bags	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

Book bags will be utilized to provide families with accessible and hands on reading material that is leveled based on their student's zone of proximal development. This will help create a strong home to school connection. Teachers and parents will be able to set goals for reading at home.	Supplemental Materials, Materials, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	Title I Part A	Administration, Certified Staff, Instructional Coach, Support Staff
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Activity - Parent Involvement Learning Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will have the opportunity to engage in their child's learning by attending at least one parent night that will be geared toward developing student reading and/or math skills. Parents will be able to participate in a variety of activities to learn specific strategies to help their child at home and make learning fun.	Direct Instruction, Supplemental Materials, Materials, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/24/2020	06/11/2021	\$5	Title III, Section 31a, Title I Part C, General Fund, Title I Part A	Administration, Certified Staff, Paraprofessionals, EL Staff

Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>Frequent communication from school will occur through the district/school website, classroom websites, school-wide email blasts, classroom emails to parents, phone calls and notes home. In addition, a variety of activities will be held before, during and after school to involve parents in their child's school experience (ex.- open house, field day, winter concert, talent show, young author's day, etc.).</p> <p>Our homeless liaison will connect with families who qualify as McKinney Vento/Family In Transition to ensure that appropriate school documents are obtained, transportation needs are met and means of communication throughout the year are established. In addition, our homeless liaison will reach out to families of our qualifying McKinney Vento/Family In transition students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p>	<p>Direct Instruction, Supplemental Materials, Materials, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program</p>	<p>Tier 1</p>		<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
Activity - School and Classroom Culture	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>Staff will utilize components of Capturing Kids Hearts and the EXCEL (Engage, Explore, Communicate, Empower, Launch) to develop a positive school and classroom culture. Consistent procedures and expectations will be consistent across the building.</p> <p>Students will understand the components of our shared vision, "Be the BEST (Be a leader, show Excellence, be Safe and be Trustworthy) You", and apply them into the classroom for success. Students will have opportunities to provide input and feedback into classroom procedures and expectations. Students will take responsibility for monitoring their behavior.</p> <p>Our Behavior Improvement Team will meet regularly to monitor implementation efforts.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Walkthrough, Supplemental Materials, Technology, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis to support the social emotional learning needs of students. Teachers will utilize an instructional resource (True Success) to have conversations with students about behavioral expectations and how they can positively influence others. A consistent vocabulary and language will be used throughout the building by all staff. Professional development and implementation monitoring will occur.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Walkthrough, Supplemental Materials, Technology, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Special Education Staff, Support Staff</p>
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(shared) Strategy 3:

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: English/Language Arts

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

School Improvement Plan

Alpine Elementary School

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, Walkthrough, Materials, Curriculum Development, Technology, Policy and Process, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff, Instructional Coach

(shared) Strategy 4:

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: English/Language Arts

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.

School Improvement Plan

Alpine Elementary School

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 - Performance Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trained instructional staff will implement at least one performance assessment in their classroom during the school year to provide students with an opportunity to own their learning.	Direct Instruction, Walkthrough, Supplemental Materials, Materials, Curriculum Development, Policy and Process, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff, Paraprofessionals

Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>Our learning management system, Canvas, will be further implemented so that it can be utilized as an instructional tool/resource to support academic, social and behavioral growth. Canvas will support our efforts to personalize learning.</p>	<p>Direct Instruction, Walkthrough, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Support Staff</p>
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Measurable Objective 3:

80% 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 by reaching their spring MAP target in Reading by 06/04/2021 as measured by MAP cohort data.

(shared) Strategy 1:

Guaranteed and Viable Curriculum (CVC) - 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: English/Language Arts

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. Schmoker, M. (2005). *Here and now: Improving teaching and learning*. In R. DuFour, R. Eaker, & R. DuFour (Eds). *On common ground: The power of professional learning communities* (pp. 135-153). Bloomington, IN: Solution Tree. "Implementing a strategy of common, rigorous standards with differentiated resources and instruction can create excellence and equity for all students." (Childress, Doyle, & Thomas, 2009, p. 133, emphasis added).

Tier: Tier 1

School Improvement Plan

Alpine Elementary School

Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will build vocabulary through direct instruction of specific terms deemed necessary for concept comprehension. This includes pre-teaching and reviewing key words, posting vocabulary on word walls, emphasizing vocabulary on teacher lesson plans/learning targets and utilizing components/best practices from the S.I.O.P. (Sheltered Instruction Observation Protocol) Model for Instruction (ex. - insert method). Professional development will focus on the intentional instruction of vocabulary.	Direct Instruction, Materials, Technology , Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Classroom Teachers, Specialists, Interventionists, Special Education Staff, EL Staff, Available Paraprofessionals, Building Principal.
Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General education classroom teachers in grades K-5 will spend a minimum of 75 minutes each day in the content area of reading with all students. Time will be devoted to developing schedules that allow for large blocks of ELA instruction to occur.	Direct Instruction, Technology , Teacher Collaboration, Academic Support Program	Tier 1	Evaluate	08/24/2020	06/11/2021	\$1	General Fund	Classroom Teachers, Special Education Staff, Interventionists, EL Staff, Paraprofessionals, Specialists, Building Principal.
Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>Instructional coaching will be provided to instructional staff. Coaching will focus on improving our workshop models/small group instruction in ELA and Math as well as implementing the early literacy and early math practices across all grades. Instructional coaches will be collaborating with staff and providing modeling. In addition, the instructional coach will support building teacher efficacy in utilizing our instructional framework (Gradual Release of Responsibility) and analyzing data using specific protocols. This will be done through coaching cycles, classroom learning labs and leveraging staff meeting, PLC meeting and other district time set aside for professional development.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Curriculum Development, Policy and Process, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Instructional Staff, Instructional Coach, Building Principal, Director of Curriculum.</p>
Activity - Multi-Tiered System of Support (MTSS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically, socially and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need (whether the need is academic, behavioral or social), (2) monitoring progress frequently to make decisions about changes in instruction, goals or individual learning/behavior plans (3) using data are to allocate resources to improve student learning and school readiness, (4) supporting staff implementation of effective instructional and behavioral support practices.</p> <p>Students will be grouped by ability for individualized instruction. Groups will be flexible to allow for movement in and out of various ability groups. Social skill groups, social work service and counseling will be leveraged to support student growth. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education staff, SEL (social emotional learning) staff and KSSN staff will be utilized to provide support as needed. MTSS meetings will be held throughout the year to monitor student progress and provide support to all service providers as well as the general education teacher. NWEA MAP data, Fountas and Pinnell, state assessment and district assessment data as well as behavioral referral data will be used to guide instruction and interventions.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$5</p>	<p>General Fund, Section 31a, Title III, Title I Part A, Title I Part C</p>	<p>Administration, Certified Staff, KSSN Staff, SEL Staff, Paraprofessionals.</p>
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Activity - Summer Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Qualifying students will be provided with additional intervention over the summer to build reading skills and prevent summer regression.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Materials, Technology, Teacher Collaboration, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$2</p>	<p>Other, Section 31a</p>	<p>Administration, Certified Staff</p>

Activity - Kent School Services Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Alpine Elementary School

<p>Kent School Service Network partnership will be continued to provide additional behavioral and social/emotional support to our students. This partnership will improve truant student attendance, impact positively student behavior and learning as well as increase parent involvement by building partnerships with organizations in our community. Alpine Elementary will be supported by a school coordinator, mental health care clinician and a department of health and human services worker.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Extra Curricular, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$2</p>	<p>Section 31a, General Fund</p>	<p>Administration, Certified Staff, KSSN Staff</p>
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Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Extended day learning opportunities will be provided so that additional support to students can be offered to who qualify in grades K-3. Support will be provided outside of the school day either before or after school during the second and third trimesters. Support will be based on performance data and reading and math skill development. Highly-qualified teachers will implement a research-based Tier II extended day program focused on phonics, phonemic awareness, fluency, vocabulary, comprehension, and content knowledge. It will build foundational skills required in reading to have success in the classroom independently. Instruction will include focus lessons, guided instruction, guided reading and collaborative learning experiences based on high interest texts.</p> <p>This includes providing extended day learning opportunities to our migrant students in the fall for grades K-5 from Title IC funds.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Technology, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$3</p>	<p>Section 31a, Title I Part C, Other</p>	<p>Administration, Certified Staff, Paraprofessionals</p>

School Improvement Plan

Alpine Elementary School

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Professional learning communities will be utilized to develop curriculum, discuss best practice and meet students needs. Time for certified staff to collaborate among building teams will be embedded into weekly schedules. Opportunities for certified staff to collaborate with grade level or department teams across the district will be provided at least quarterly.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
Activity - Phonics First Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Alpine Elementary School

<p>Teachers will utilize the resource, Phonics First, to develop student reading skills. Teachers will implement the program with fidelity to ensure students skills progress as expected. Training will be provided as needed.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Curriculum Development, Teacher Collaboration, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>		<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
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(shared) Strategy 2:

Safe & 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: English/Language Arts

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
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School Improvement Plan

Alpine Elementary School

<p>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).</p> <p>A family council will continue to be assembled to provide parent representatives to contribute to school improvement planning and other school related decisions.</p>	<p>Recruitment and Retention, Direct Instruction, Materials, Curriculum Development, Policy and Process, Teacher Collaboration, Academic Support Program, Walkthrough, Supplemental Materials, Technology, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
Activity - Book Bags	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Alpine Elementary School

Book bags will be utilized to provide families with accessible and hands on reading material that is leveled based on their student's zone of proximal development. This will help create a strong home to school connection. Teachers and parents will be able to set goals for reading at home.	Supplemental Materials, Materials, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	Title I Part A	Administration, Certified Staff, Instructional Coach, Support Staff
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Activity - Parent Involvement Learning Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will have the opportunity to engage in their child's learning by attending at least one parent night that will be geared toward developing student reading and/or math skills. Parents will be able to participate in a variety of activities to learn specific strategies to help their child at home and make learning fun.	Direct Instruction, Supplemental Materials, Materials, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/24/2020	06/11/2021	\$5	Title I Part C, Title I Part A, Section 31a, Title III, General Fund	Administration, Certified Staff, Paraprofessionals, EL Staff

Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>Frequent communication from school will occur through the district/school website, classroom websites, school-wide email blasts, classroom emails to parents, phone calls and notes home. In addition, a variety of activities will be held before, during and after school to involve parents in their child's school experience (ex.- open house, field day, winter concert, talent show, young author's day, etc.).</p> <p>Our homeless liaison will connect with families who qualify as McKinney Vento/Family In Transition to ensure that appropriate school documents are obtained, transportation needs are met and means of communication throughout the year are established. In addition, our homeless liaison will reach out to families of our qualifying McKinney Vento/Family In transition students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p>	<p>Direct Instruction, Supplemental Materials, Materials, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program</p>	<p>Tier 1</p>		<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
Activity - School and Classroom Culture	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

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<p>Staff will utilize components of Capturing Kids Hearts and the EXCEL (Engage, Explore, Communicate, Empower, Launch) to develop a positive school and classroom culture. Consistent procedures and expectations will be consistent across the building.</p> <p>Students will understand the components of our shared vision, "Be the BEST (Be a leader, show Excellence, be Safe and be Trustworthy) You", and apply them into the classroom for success. Students will have opportunities to provide input and feedback into classroom procedures and expectations. Students will take responsibility for monitoring their behavior.</p> <p>Our Behavior Improvement Team will meet regularly to monitor implementation efforts.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Walkthrough, Supplemental Materials, Technology, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

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<p>Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis to support the social emotional learning needs of students. Teachers will utilize an instructional resource (True Success) to have conversations with students about behavioral expectations and how they can positively influence others. A consistent vocabulary and language will be used throughout the building by all staff. Professional development and implementation monitoring will occur.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Walkthrough, Supplemental Materials, Technology, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Special Education Staff, Support Staff</p>
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(shared) Strategy 3:

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: English/Language Arts

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

School Improvement Plan

Alpine Elementary School

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, Walkthrough, Materials, Curriculum Development, Technology, Policy and Process, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff, Instructional Coach

(shared) Strategy 4:

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: English/Language Arts

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.

School Improvement Plan

Alpine Elementary School

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 - Performance Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trained instructional staff will implement at least one performance assessment in their classroom during the school year to provide students with an opportunity to own their learning.	Direct Instruction, Walkthrough, Supplemental Materials, Materials, Curriculum Development, Policy and Process, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff, Paraprofessionals

Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>Our learning management system, Canvas, will be further implemented so that it can be utilized as an instructional tool/resource to support academic, social and behavioral growth. Canvas will support our efforts to personalize learning.</p>	<p>Direct Instruction, Walkthrough, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Support Staff</p>
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Measurable Objective 4:

25% of Fourth grade Hispanic or Latino students will demonstrate a proficiency in reading in English Language Arts by 06/04/2021 as measured by M-STEP data.

(shared) Strategy 1:

Guaranteed and Viable Curriculum (GVC) - 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: English/Language Arts

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. Schmoker, M. (2005). *Here and now: Improving teaching and learning*. In R. DuFour, R. Eaker, & R. DuFour (Eds). *On common ground: The power of professional learning communities* (pp. 135-153). Bloomington, IN: Solution Tree. "Implementing a strategy of common, rigorous standards with differentiated resources and instruction can create excellence and equity for all students." (Childress, Doyle, & Thomas, 2009, p. 133, emphasis added).

Tier: Tier 1

School Improvement Plan

Alpine Elementary School

Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will build vocabulary through direct instruction of specific terms deemed necessary for concept comprehension. This includes pre-teaching and reviewing key words, posting vocabulary on word walls, emphasizing vocabulary on teacher lesson plans/learning targets and utilizing components/best practices from the S.I.O.P. (Sheltered Instruction Observation Protocol) Model for Instruction (ex. - insert method). Professional development will focus on the intentional instruction of vocabulary.	Direct Instruction, Materials, Technology , Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Classroom Teachers, Specialists, Intervention ists, Special Education Staff, EL Staff, Available Paraprofes sionals, Building Principal.
Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General education classroom teachers in grades K-5 will spend a minimum of 75 minutes each day in the content area of reading with all students. Time will be devoted to developing schedules that allow for large blocks of ELA instruction to occur.	Direct Instruction, Technology , Teacher Collaborati on, Academic Support Program	Tier 1	Evaluate	08/24/2020	06/11/2021	\$1	General Fund	Classroom Teachers, Special Education Staff, Intervention ists, EL Staff, Paraprofes sionals, Specialists, Building Principal.
Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>Instructional coaching will be provided to instructional staff. Coaching will focus on improving our workshop models/small group instruction in ELA and Math as well as implementing the early literacy and early math practices across all grades. Instructional coaches will be collaborating with staff and providing modeling. In addition, the instructional coach will support building teacher efficacy in utilizing our instructional framework (Gradual Release of Responsibility) and analyzing data using specific protocols. This will be done through coaching cycles, classroom learning labs and leveraging staff meeting, PLC meeting and other district time set aside for professional development.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Curriculum Development, Policy and Process, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Instructional Staff, Instructional Coach, Building Principal, Director of Curriculum.</p>
Activity - Multi-Tiered System of Support (MTSS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically, socially and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need (whether the need is academic, behavioral or social), (2) monitoring progress frequently to make decisions about changes in instruction, goals or individual learning/behavior plans (3) using data are to allocate resources to improve student learning and school readiness, (4) supporting staff implementation of effective instructional and behavioral support practices.</p> <p>Students will be grouped by ability for individualized instruction. Groups will be flexible to allow for movement in and out of various ability groups. Social skill groups, social work service and counseling will be leveraged to support student growth. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education staff, SEL (social emotional learning) staff and KSSN staff will be utilized to provide support as needed. MTSS meetings will be held throughout the year to monitor student progress and provide support to all service providers as well as the general education teacher. NWEA MAP data, Fountas and Pinnell, state assessment and district assessment data as well as behavioral referral data will be used to guide instruction and interventions.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$5</p>	<p>Title I Part C, Title III, Title I Part A, Section 31a, General Fund</p>	<p>Administration, Certified Staff, KSSN Staff, SEL Staff, Paraprofessionals.</p>
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Activity - Summer Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Qualifying students will be provided with additional intervention over the summer to build reading skills and prevent summer regression.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Materials, Technology, Teacher Collaboration, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$2</p>	<p>Section 31a, Other</p>	<p>Administration, Certified Staff</p>

Activity - Kent School Services Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Alpine Elementary School

<p>Kent School Service Network partnership will be continued to provide additional behavioral and social/emotional support to our students. This partnership will improve truant student attendance, impact positively student behavior and learning as well as increase parent involvement by building partnerships with organizations in our community. Alpine Elementary will be supported by a school coordinator, mental health care clinician and a department of health and human services worker.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Materials, Extra Curricular, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$2</p>	<p>General Fund, Section 31a</p>	<p>Administration, Certified Staff, KSSN Staff</p>
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Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Extended day learning opportunities will be provided so that additional support to students can be offered to who qualify in grades K-3. Support will be provided outside of the school day either before or after school during the second and third trimesters. Support will be based on performance data and reading and math skill development. Highly-qualified teachers will implement a research-based Tier II extended day program focused on phonics, phonemic awareness, fluency, vocabulary, comprehension, and content knowledge. It will build foundational skills required in reading to have success in the classroom independently. Instruction will include focus lessons, guided instruction, guided reading and collaborative learning experiences based on high interest texts.</p> <p>This includes providing extended day learning opportunities to our migrant students in the fall for grades K-5 from Title IC funds.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Materials, Technology, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$3</p>	<p>Other, Title I Part C, Section 31a</p>	<p>Administration, Certified Staff, Paraprofessionals</p>

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Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Professional learning communities will be utilized to develop curriculum, discuss best practice and meet students needs. Time for certified staff to collaborate among building teams will be embedded into weekly schedules. Opportunities for certified staff to collaborate with grade level or department teams across the district will be provided at least quarterly.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
Activity - Phonics First Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>Teachers will utilize the resource, Phonics First, to develop student reading skills. Teachers will implement the program with fidelity to ensure students skills progress as expected. Training will be provided as needed.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Curriculum Development, Teacher Collaboration, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>		<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
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(shared) Strategy 2:

Safe & 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: English/Language Arts

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
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<p>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).</p> <p>A family council will continue to be assembled to provide parent representatives to contribute to school improvement planning and other school related decisions.</p>	<p>Recruitment and Retention, Direct Instruction, Materials, Curriculum Development, Policy and Process, Teacher Collaboration, Academic Support Program, Walkthrough, Supplemental Materials, Technology, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
Activity - Book Bags	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

Book bags will be utilized to provide families with accessible and hands on reading material that is leveled based on their student's zone of proximal development. This will help create a strong home to school connection. Teachers and parents will be able to set goals for reading at home.	Supplemental Materials, Materials, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	Title I Part A	Administration, Certified Staff, Instructional Coach, Support Staff
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Activity - Parent Involvement Learning Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will have the opportunity to engage in their child's learning by attending at least one parent night that will be geared toward developing student reading and/or math skills. Parents will be able to participate in a variety of activities to learn specific strategies to help their child at home and make learning fun.	Direct Instruction, Supplemental Materials, Materials, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/24/2020	06/11/2021	\$5	Title I Part C, Title I Part A, Section 31a, Title III, General Fund	Administration, Certified Staff, Paraprofessionals, EL Staff

Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Frequent communication from school will occur through the district/school website, classroom websites, school-wide email blasts, classroom emails to parents, phone calls and notes home. In addition, a variety of activities will be held before, during and after school to involve parents in their child's school experience (ex.- open house, field day, winter concert, talent show, young author's day, etc.).</p> <p>Our homeless liaison will connect with families who qualify as McKinney Vento/Family In Transition to ensure that appropriate school documents are obtained, transportation needs are met and means of communication throughout the year are established. In addition, our homeless liaison will reach out to families of our qualifying McKinney Vento/Family In transition students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p>	<p>Direct Instruction, Supplemental Materials, Materials, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program</p>	<p>Tier 1</p>		<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
Activity - School and Classroom Culture	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>Staff will utilize components of Capturing Kids Hearts and the EXCEL (Engage, Explore, Communicate, Empower, Launch) to develop a positive school and classroom culture. Consistent procedures and expectations will be consistent across the building.</p> <p>Students will understand the components of our shared vision, "Be the BEST (Be a leader, show Excellence, be Safe and be Trustworthy) You", and apply them into the classroom for success. Students will have opportunities to provide input and feedback into classroom procedures and expectations. Students will take responsibility for monitoring their behavior.</p> <p>Our Behavior Improvement Team will meet regularly to monitor implementation efforts.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Walkthrough, Supplemental Materials, Technology, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis to support the social emotional learning needs of students. Teachers will utilize an instructional resource (True Success) to have conversations with students about behavioral expectations and how they can positively influence others. A consistent vocabulary and language will be used throughout the building by all staff. Professional development and implementation monitoring will occur.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Walkthrough, Supplemental Materials, Technology, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Special Education Staff, Support Staff</p>
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(shared) Strategy 3:

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: English/Language Arts

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

School Improvement Plan

Alpine Elementary School

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, Walkthrough, Materials, Curriculum Development, Technology, Policy and Process, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff, Instructional Coach

(shared) Strategy 4:

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: English/Language Arts

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.

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Alpine Elementary School

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 - Performance Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trained instructional staff will implement at least one performance assessment in their classroom during the school year to provide students with an opportunity to own their learning.	Direct Instruction, Walkthrough, Supplemental Materials, Materials, Curriculum Development, Policy and Process, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff, Paraprofessionals

Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>Our learning management system, Canvas, will be further implemented so that it can be utilized as an instructional tool/resource to support academic, social and behavioral growth. Canvas will support our efforts to personalize learning.</p>	<p>Direct Instruction, Walkthrough, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Support Staff</p>
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Measurable Objective 5:

80% of Fourth grade Economically Disadvantaged students will demonstrate a proficiency in reading in English Language Arts by 06/04/2021 as measured by M-STEP data.

(shared) Strategy 1:

Guaranteed and Viable Curriculum (CVC) - 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: English/Language Arts

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. Schmoker, M. (2005). Here and now: Improving teaching and learning. In R. DuFour, R. Eaker, & R. DuFour (Eds). On common ground: The power of professional learning communities (pp. 135-153). Bloomington, IN: Solution Tree. "Implementing a strategy of common, rigorous standards with differentiated resources and instruction can create excellence and equity for all students." (Childress, Doyle, & Thomas, 2009, p. 133, emphasis added).

Tier: Tier 1

School Improvement Plan

Alpine Elementary School

Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will build vocabulary through direct instruction of specific terms deemed necessary for concept comprehension. This includes pre-teaching and reviewing key words, posting vocabulary on word walls, emphasizing vocabulary on teacher lesson plans/learning targets and utilizing components/best practices from the S.I.O.P. (Sheltered Instruction Observation Protocol) Model for Instruction (ex. - insert method). Professional development will focus on the intentional instruction of vocabulary.	Direct Instruction, Materials, Technology , Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Classroom Teachers, Specialists, Intervention ists, Special Education Staff, EL Staff, Available Paraprofes sionals, Building Principal.
Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General education classroom teachers in grades K-5 will spend a minimum of 75 minutes each day in the content area of reading with all students. Time will be devoted to developing schedules that allow for large blocks of ELA instruction to occur.	Direct Instruction, Technology , Teacher Collaborati on, Academic Support Program	Tier 1	Evaluate	08/24/2020	06/11/2021	\$1	General Fund	Classroom Teachers, Special Education Staff, Intervention ists, EL Staff, Paraprofes sionals, Specialists, Building Principal.
Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>Instructional coaching will be provided to instructional staff. Coaching will focus on improving our workshop models/small group instruction in ELA and Math as well as implementing the early literacy and early math practices across all grades. Instructional coaches will be collaborating with staff and providing modeling. In addition, the instructional coach will support building teacher efficacy in utilizing our instructional framework (Gradual Release of Responsibility) and analyzing data using specific protocols. This will be done through coaching cycles, classroom learning labs and leveraging staff meeting, PLC meeting and other district time set aside for professional development.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Curriculum Development, Policy and Process, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Instructional Staff, Instructional Coach, Building Principal, Director of Curriculum.</p>
Activity - Multi-Tiered System of Support (MTSS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically, socially and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need (whether the need is academic, behavioral or social), (2) monitoring progress frequently to make decisions about changes in instruction, goals or individual learning/behavior plans (3) using data are to allocate resources to improve student learning and school readiness, (4) supporting staff implementation of effective instructional and behavioral support practices.</p> <p>Students will be grouped by ability for individualized instruction. Groups will be flexible to allow for movement in and out of various ability groups. Social skill groups, social work service and counseling will be leveraged to support student growth. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education staff, SEL (social emotional learning) staff and KSSN staff will be utilized to provide support as needed. MTSS meetings will be held throughout the year to monitor student progress and provide support to all service providers as well as the general education teacher. NWEA MAP data, Fountas and Pinnell, state assessment and district assessment data as well as behavioral referral data will be used to guide instruction and interventions.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$5</p>	<p>Title I Part A, Title I Part C, Section 31a, Title III, General Fund</p>	<p>Administration, Certified Staff, KSSN Staff, SEL Staff, Paraprofessionals.</p>
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Activity - Summer Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Qualifying students will be provided with additional intervention over the summer to build reading skills and prevent summer regression.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Materials, Technology, Teacher Collaboration, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$2</p>	<p>Other, Section 31a</p>	<p>Administration, Certified Staff</p>

Activity - Kent School Services Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>Kent School Service Network partnership will be continued to provide additional behavioral and social/emotional support to our students. This partnership will improve truant student attendance, impact positively student behavior and learning as well as increase parent involvement by building partnerships with organizations in our community. Alpine Elementary will be supported by a school coordinator, mental health care clinician and a department of health and human services worker.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Extra Curricular, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$2</p>	<p>Section 31a, General Fund</p>	<p>Administration, Certified Staff, KSSN Staff</p>
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Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Extended day learning opportunities will be provided so that additional support to students can be offered to who qualify in grades K-3. Support will be provided outside of the school day either before or after school during the second and third trimesters. Support will be based on performance data and reading and math skill development. Highly-qualified teachers will implement a research-based Tier II extended day program focused on phonics, phonemic awareness, fluency, vocabulary, comprehension, and content knowledge. It will build foundational skills required in reading to have success in the classroom independently. Instruction will include focus lessons, guided instruction, guided reading and collaborative learning experiences based on high interest texts.</p> <p>This includes providing extended day learning opportunities to our migrant students in the fall for grades K-5 from Title IC funds.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Technology, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$3</p>	<p>Title I Part C, Section 31a, Other</p>	<p>Administration, Certified Staff, Paraprofessionals</p>

School Improvement Plan

Alpine Elementary School

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Professional learning communities will be utilized to develop curriculum, discuss best practice and meet students needs. Time for certified staff to collaborate among building teams will be embedded into weekly schedules. Opportunities for certified staff to collaborate with grade level or department teams across the district will be provided at least quarterly.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff
Activity - Phonics First Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>Teachers will utilize the resource, Phonics First, to develop student reading skills. Teachers will implement the program with fidelity to ensure students skills progress as expected. Training will be provided as needed.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Curriculum Development, Teacher Collaboration, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>		<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
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(shared) Strategy 2:

Safe & 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: English/Language Arts

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
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School Improvement Plan

Alpine Elementary School

<p>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).</p> <p>A family council will continue to be assembled to provide parent representatives to contribute to school improvement planning and other school related decisions.</p>	<p>Recruitment and Retention, Direct Instruction, Materials, Curriculum Development, Policy and Process, Teacher Collaboration, Academic Support Program, Walkthrough, Supplemental Materials, Technology, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
Activity - Book Bags	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

Book bags will be utilized to provide families with accessible and hands on reading material that is leveled based on their student's zone of proximal development. This will help create a strong home to school connection. Teachers and parents will be able to set goals for reading at home.	Supplemental Materials, Materials, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	Title I Part A	Administration, Certified Staff, Instructional Coach, Support Staff
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Activity - Parent Involvement Learning Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will have the opportunity to engage in their child's learning by attending at least one parent night that will be geared toward developing student reading and/or math skills. Parents will be able to participate in a variety of activities to learn specific strategies to help their child at home and make learning fun.	Direct Instruction, Supplemental Materials, Materials, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/24/2020	06/11/2021	\$5	Title III, Title I Part C, General Fund, Title I Part A, Section 31a	Administration, Certified Staff, Paraprofessionals, EL Staff

Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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<p>Frequent communication from school will occur through the district/school website, classroom websites, school-wide email blasts, classroom emails to parents, phone calls and notes home. In addition, a variety of activities will be held before, during and after school to involve parents in their child's school experience (ex.- open house, field day, winter concert, talent show, young author's day, etc.).</p> <p>Our homeless liaison will connect with families who qualify as McKinney Vento/Family In Transition to ensure that appropriate school documents are obtained, transportation needs are met and means of communication throughout the year are established. In addition, our homeless liaison will reach out to families of our qualifying McKinney Vento/Family In transition students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p>	<p>Direct Instruction, Supplemental Materials, Materials, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program</p>	<p>Tier 1</p>		<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
Activity - School and Classroom Culture	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>Staff will utilize components of Capturing Kids Hearts and the EXCEL (Engage, Explore, Communicate, Empower, Launch) to develop a positive school and classroom culture. Consistent procedures and expectations will be consistent across the building.</p> <p>Students will understand the components of our shared vision, "Be the BEST (Be a leader, show Excellence, be Safe and be Trustworthy) You", and apply them into the classroom for success. Students will have opportunities to provide input and feedback into classroom procedures and expectations. Students will take responsibility for monitoring their behavior.</p> <p>Our Behavior Improvement Team will meet regularly to monitor implementation efforts.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Walkthrough, Supplemental Materials, Technology, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis to support the social emotional learning needs of students. Teachers will utilize an instructional resource (True Success) to have conversations with students about behavioral expectations and how they can positively influence others. A consistent vocabulary and language will be used throughout the building by all staff. Professional development and implementation monitoring will occur.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Walkthrough, Supplemental Materials, Technology, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Special Education Staff, Support Staff</p>
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(shared) Strategy 3:

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: English/Language Arts

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Tier: Tier 1

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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, Walkthrough, Materials, Curriculum Development, Technology, Policy and Process, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff, Instructional Coach

(shared) Strategy 4:

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: English/Language Arts

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.

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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 - Performance Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trained instructional staff will implement at least one performance assessment in their classroom during the school year to provide students with an opportunity to own their learning.	Direct Instruction, Walkthrough, Supplemental Materials, Materials, Curriculum Development, Policy and Process, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff, Paraprofessionals

Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>Our learning management system, Canvas, will be further implemented so that it can be utilized as an instructional tool/resource to support academic, social and behavioral growth. Canvas will support our efforts to personalize learning.</p>	<p>Direct Instruction, Walkthrough, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Support Staff</p>
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Measurable Objective 6:

50% of Fifth grade Male students will demonstrate a proficiency in reading in English Language Arts by 06/04/2021 as measured by M-STEP data.

(shared) Strategy 1:

Guaranteed and Viable Curriculum (CVC) - 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: English/Language Arts

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. Schmoker, M. (2005). *Here and now: Improving teaching and learning*. In R. DuFour, R. Eaker, & R. DuFour (Eds). *On common ground: The power of professional learning communities* (pp. 135-153). Bloomington, IN: Solution Tree. "Implementing a strategy of common, rigorous standards with differentiated resources and instruction can create excellence and equity for all students." (Childress, Doyle, & Thomas, 2009, p. 133, emphasis added).

Tier: Tier 1

School Improvement Plan

Alpine Elementary School

Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will build vocabulary through direct instruction of specific terms deemed necessary for concept comprehension. This includes pre-teaching and reviewing key words, posting vocabulary on word walls, emphasizing vocabulary on teacher lesson plans/learning targets and utilizing components/best practices from the S.I.O.P. (Sheltered Instruction Observation Protocol) Model for Instruction (ex. - insert method). Professional development will focus on the intentional instruction of vocabulary.	Direct Instruction, Materials, Technology , Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Classroom Teachers, Specialists, Intervention ists, Special Education Staff, EL Staff, Available Paraprofes sionals, Building Principal.
Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General education classroom teachers in grades K-5 will spend a minimum of 75 minutes each day in the content area of reading with all students. Time will be devoted to developing schedules that allow for large blocks of ELA instruction to occur.	Direct Instruction, Technology , Teacher Collaborati on, Academic Support Program	Tier 1	Evaluate	08/24/2020	06/11/2021	\$1	General Fund	Classroom Teachers, Special Education Staff, Intervention ists, EL Staff, Paraprofes sionals, Specialists, Building Principal.
Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>Instructional coaching will be provided to instructional staff. Coaching will focus on improving our workshop models/small group instruction in ELA and Math as well as implementing the early literacy and early math practices across all grades. Instructional coaches will be collaborating with staff and providing modeling. In addition, the instructional coach will support building teacher efficacy in utilizing our instructional framework (Gradual Release of Responsibility) and analyzing data using specific protocols. This will be done through coaching cycles, classroom learning labs and leveraging staff meeting, PLC meeting and other district time set aside for professional development.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Curriculum Development, Policy and Process, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Instructional Staff, Instructional Coach, Building Principal, Director of Curriculum.</p>
Activity - Multi-Tiered System of Support (MTSS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically, socially and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need (whether the need is academic, behavioral or social), (2) monitoring progress frequently to make decisions about changes in instruction, goals or individual learning/behavior plans (3) using data are to allocate resources to improve student learning and school readiness, (4) supporting staff implementation of effective instructional and behavioral support practices.</p> <p>Students will be grouped by ability for individualized instruction. Groups will be flexible to allow for movement in and out of various ability groups. Social skill groups, social work service and counseling will be leveraged to support student growth. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education staff, SEL (social emotional learning) staff and KSSN staff will be utilized to provide support as needed. MTSS meetings will be held throughout the year to monitor student progress and provide support to all service providers as well as the general education teacher. NWEA MAP data, Fountas and Pinnell, state assessment and district assessment data as well as behavioral referral data will be used to guide instruction and interventions.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$5</p>	<p>Title I Part C, Title I Part A, Title III, General Fund, Section 31a</p>	<p>Administration, Certified Staff, KSSN Staff, SEL Staff, Paraprofessionals.</p>
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Activity - Summer Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Qualifying students will be provided with additional intervention over the summer to build reading skills and prevent summer regression.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Materials, Technology, Teacher Collaboration, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$2</p>	<p>Other, Section 31a</p>	<p>Administration, Certified Staff</p>

Activity - Kent School Services Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>Kent School Service Network partnership will be continued to provide additional behavioral and social/emotional support to our students. This partnership will improve truant student attendance, impact positively student behavior and learning as well as increase parent involvement by building partnerships with organizations in our community. Alpine Elementary will be supported by a school coordinator, mental health care clinician and a department of health and human services worker.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Extra Curricular, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$2</p>	<p>General Fund, Section 31a</p>	<p>Administration, Certified Staff, KSSN Staff</p>
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Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Extended day learning opportunities will be provided so that additional support to students can be offered to who qualify in grades K-3. Support will be provided outside of the school day either before or after school during the second and third trimesters. Support will be based on performance data and reading and math skill development. Highly-qualified teachers will implement a research-based Tier II extended day program focused on phonics, phonemic awareness, fluency, vocabulary, comprehension, and content knowledge. It will build foundational skills required in reading to have success in the classroom independently. Instruction will include focus lessons, guided instruction, guided reading and collaborative learning experiences based on high interest texts.</p> <p>This includes providing extended day learning opportunities to our migrant students in the fall for grades K-5 from Title IC funds.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Technology, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$3</p>	<p>Section 31a, Title I Part C, Other</p>	<p>Administration, Certified Staff, Paraprofessionals</p>

School Improvement Plan

Alpine Elementary School

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Professional learning communities will be utilized to develop curriculum, discuss best practice and meet students needs. Time for certified staff to collaborate among building teams will be embedded into weekly schedules. Opportunities for certified staff to collaborate with grade level or department teams across the district will be provided at least quarterly.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff
Activity - Phonics First Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>Teachers will utilize the resource, Phonics First, to develop student reading skills. Teachers will implement the program with fidelity to ensure students skills progress as expected. Training will be provided as needed.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Curriculum Development, Teacher Collaboration, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>		<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
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(shared) Strategy 2:

Safe & 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: English/Language Arts

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
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School Improvement Plan

Alpine Elementary School

<p>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).</p> <p>A family council will continue to be assembled to provide parent representatives to contribute to school improvement planning and other school related decisions.</p>	<p>Recruitment and Retention, Direct Instruction, Materials, Curriculum Development, Policy and Process, Teacher Collaboration, Academic Support Program, Walkthrough, Supplemental Materials, Technology, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
Activity - Book Bags	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

Book bags will be utilized to provide families with accessible and hands on reading material that is leveled based on their student's zone of proximal development. This will help create a strong home to school connection. Teachers and parents will be able to set goals for reading at home.	Supplemental Materials, Materials, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	Title I Part A	Administration, Certified Staff, Instructional Coach, Support Staff
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Activity - Parent Involvement Learning Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will have the opportunity to engage in their child's learning by attending at least one parent night that will be geared toward developing student reading and/or math skills. Parents will be able to participate in a variety of activities to learn specific strategies to help their child at home and make learning fun.	Direct Instruction, Supplemental Materials, Materials, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/24/2020	06/11/2021	\$5	Title I Part A, Section 31a, Title I Part C, Title III, General Fund	Administration, Certified Staff, Paraprofessionals, EL Staff

Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>Frequent communication from school will occur through the district/school website, classroom websites, school-wide email blasts, classroom emails to parents, phone calls and notes home. In addition, a variety of activities will be held before, during and after school to involve parents in their child's school experience (ex.- open house, field day, winter concert, talent show, young author's day, etc.).</p> <p>Our homeless liaison will connect with families who qualify as McKinney Vento/Family In Transition to ensure that appropriate school documents are obtained, transportation needs are met and means of communication throughout the year are established. In addition, our homeless liaison will reach out to families of our qualifying McKinney Vento/Family In transition students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p>	<p>Direct Instruction, Supplemental Materials, Materials, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program</p>	<p>Tier 1</p>		<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
Activity - School and Classroom Culture	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>Staff will utilize components of Capturing Kids Hearts and the EXCEL (Engage, Explore, Communicate, Empower, Launch) to develop a positive school and classroom culture. Consistent procedures and expectations will be consistent across the building.</p> <p>Students will understand the components of our shared vision, "Be the BEST (Be a leader, show Excellence, be Safe and be Trustworthy) You", and apply them into the classroom for success. Students will have opportunities to provide input and feedback into classroom procedures and expectations. Students will take responsibility for monitoring their behavior.</p> <p>Our Behavior Improvement Team will meet regularly to monitor implementation efforts.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Walkthrough, Supplemental Materials, Technology, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis to support the social emotional learning needs of students. Teachers will utilize an instructional resource (True Success) to have conversations with students about behavioral expectations and how they can positively influence others. A consistent vocabulary and language will be used throughout the building by all staff. Professional development and implementation monitoring will occur.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Walkthrough, Supplemental Materials, Technology, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Special Education Staff, Support Staff</p>
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(shared) Strategy 3:

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: English/Language Arts

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

School Improvement Plan

Alpine Elementary School

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, Walkthrough, Materials, Curriculum Development, Technology, Policy and Process, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff, Instructional Coach

(shared) Strategy 4:

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: English/Language Arts

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.

School Improvement Plan

Alpine Elementary School

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 - Performance Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trained instructional staff will implement at least one performance assessment in their classroom during the school year to provide students with an opportunity to own their learning.	Direct Instruction, Walkthrough, Supplemental Materials, Materials, Curriculum Development, Policy and Process, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff, Paraprofessionals

Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>Our learning management system, Canvas, will be further implemented so that it can be utilized as an instructional tool/resource to support academic, social and behavioral growth. Canvas will support our efforts to personalize learning.</p>	<p>Direct Instruction, Walkthrough, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Support Staff</p>
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Measurable Objective 7:

50% of Fifth grade Hispanic or Latino students will demonstrate a proficiency in reading in English Language Arts by 06/04/2021 as measured by M-STEP data.

(shared) Strategy 1:

Guaranteed and Viable Curriculum (CVC) - 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: English/Language Arts

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. Schmoker, M. (2005). *Here and now: Improving teaching and learning*. In R. DuFour, R. Eaker, & R. DuFour (Eds). *On common ground: The power of professional learning communities* (pp. 135-153). Bloomington, IN: Solution Tree. "Implementing a strategy of common, rigorous standards with differentiated resources and instruction can create excellence and equity for all students." (Childress, Doyle, & Thomas, 2009, p. 133, emphasis added).

Tier: Tier 1

School Improvement Plan

Alpine Elementary School

Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will build vocabulary through direct instruction of specific terms deemed necessary for concept comprehension. This includes pre-teaching and reviewing key words, posting vocabulary on word walls, emphasizing vocabulary on teacher lesson plans/learning targets and utilizing components/best practices from the S.I.O.P. (Sheltered Instruction Observation Protocol) Model for Instruction (ex. - insert method). Professional development will focus on the intentional instruction of vocabulary.	Direct Instruction, Materials, Technology , Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Classroom Teachers, Specialists, Intervention ists, Special Education Staff, EL Staff, Available Paraprofes sionals, Building Principal.
Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General education classroom teachers in grades K-5 will spend a minimum of 75 minutes each day in the content area of reading with all students. Time will be devoted to developing schedules that allow for large blocks of ELA instruction to occur.	Direct Instruction, Technology , Teacher Collaborati on, Academic Support Program	Tier 1	Evaluate	08/24/2020	06/11/2021	\$1	General Fund	Classroom Teachers, Special Education Staff, Intervention ists, EL Staff, Paraprofes sionals, Specialists, Building Principal.
Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>Instructional coaching will be provided to instructional staff. Coaching will focus on improving our workshop models/small group instruction in ELA and Math as well as implementing the early literacy and early math practices across all grades. Instructional coaches will be collaborating with staff and providing modeling. In addition, the instructional coach will support building teacher efficacy in utilizing our instructional framework (Gradual Release of Responsibility) and analyzing data using specific protocols. This will be done through coaching cycles, classroom learning labs and leveraging staff meeting, PLC meeting and other district time set aside for professional development.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Curriculum Development, Policy and Process, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Instructional Staff, Instructional Coach, Building Principal, Director of Curriculum.</p>
Activity - Multi-Tiered System of Support (MTSS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically, socially and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need (whether the need is academic, behavioral or social), (2) monitoring progress frequently to make decisions about changes in instruction, goals or individual learning/behavior plans (3) using data are to allocate resources to improve student learning and school readiness, (4) supporting staff implementation of effective instructional and behavioral support practices.</p> <p>Students will be grouped by ability for individualized instruction. Groups will be flexible to allow for movement in and out of various ability groups. Social skill groups, social work service and counseling will be leveraged to support student growth. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education staff, SEL (social emotional learning) staff and KSSN staff will be utilized to provide support as needed. MTSS meetings will be held throughout the year to monitor student progress and provide support to all service providers as well as the general education teacher. NWEA MAP data, Fountas and Pinnell, state assessment and district assessment data as well as behavioral referral data will be used to guide instruction and interventions.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$5</p>	<p>General Fund, Title I Part A, Section 31a, Title III, Title I Part C</p>	<p>Administration, Certified Staff, KSSN Staff, SEL Staff, Paraprofessionals.</p>
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Activity - Summer Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Qualifying students will be provided with additional intervention over the summer to build reading skills and prevent summer regression.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Materials, Technology, Teacher Collaboration, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$2</p>	<p>Other, Section 31a</p>	<p>Administration, Certified Staff</p>

Activity - Kent School Services Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>Kent School Service Network partnership will be continued to provide additional behavioral and social/emotional support to our students. This partnership will improve truant student attendance, impact positively student behavior and learning as well as increase parent involvement by building partnerships with organizations in our community. Alpine Elementary will be supported by a school coordinator, mental health care clinician and a department of health and human services worker.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Extra Curricular, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$2</p>	<p>Section 31a, General Fund</p>	<p>Administration, Certified Staff, KSSN Staff</p>
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Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Extended day learning opportunities will be provided so that additional support to students can be offered to who qualify in grades K-3. Support will be provided outside of the school day either before or after school during the second and third trimesters. Support will be based on performance data and reading and math skill development. Highly-qualified teachers will implement a research-based Tier II extended day program focused on phonics, phonemic awareness, fluency, vocabulary, comprehension, and content knowledge. It will build foundational skills required in reading to have success in the classroom independently. Instruction will include focus lessons, guided instruction, guided reading and collaborative learning experiences based on high interest texts.</p> <p>This includes providing extended day learning opportunities to our migrant students in the fall for grades K-5 from Title IC funds.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Technology, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$3</p>	<p>Section 31a, Other, Title I Part C</p>	<p>Administration, Certified Staff, Paraprofessionals</p>

School Improvement Plan

Alpine Elementary School

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Professional learning communities will be utilized to develop curriculum, discuss best practice and meet students needs. Time for certified staff to collaborate among building teams will be embedded into weekly schedules. Opportunities for certified staff to collaborate with grade level or department teams across the district will be provided at least quarterly.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff
Activity - Phonics First Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

Teachers will utilize the resource, Phonics First, to develop student reading skills. Teachers will implement the program with fidelity to ensure students skills progress as expected. Training will be provided as needed.	Direct Instruction, Walkthrough, Supplemental Materials, Curriculum Development, Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1		08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff
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(shared) Strategy 2:

Safe & 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: English/Language Arts

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
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School Improvement Plan

Alpine Elementary School

<p>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).</p> <p>A family council will continue to be assembled to provide parent representatives to contribute to school improvement planning and other school related decisions.</p>	<p>Recruitment and Retention, Direct Instruction, Materials, Curriculum Development, Policy and Process, Teacher Collaboration, Academic Support Program, Walkthrough, Supplemental Materials, Technology, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
Activity - Book Bags	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

Book bags will be utilized to provide families with accessible and hands on reading material that is leveled based on their student's zone of proximal development. This will help create a strong home to school connection. Teachers and parents will be able to set goals for reading at home.	Supplemental Materials, Materials, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	Title I Part A	Administration, Certified Staff, Instructional Coach, Support Staff
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Activity - Parent Involvement Learning Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will have the opportunity to engage in their child's learning by attending at least one parent night that will be geared toward developing student reading and/or math skills. Parents will be able to participate in a variety of activities to learn specific strategies to help their child at home and make learning fun.	Direct Instruction, Supplemental Materials, Materials, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/24/2020	06/11/2021	\$5	General Fund, Title III, Title I Part A, Section 31a, Title I Part C	Administration, Certified Staff, Paraprofessionals, EL Staff

Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>Frequent communication from school will occur through the district/school website, classroom websites, school-wide email blasts, classroom emails to parents, phone calls and notes home. In addition, a variety of activities will be held before, during and after school to involve parents in their child's school experience (ex.- open house, field day, winter concert, talent show, young author's day, etc.).</p> <p>Our homeless liaison will connect with families who qualify as McKinney Vento/Family In Transition to ensure that appropriate school documents are obtained, transportation needs are met and means of communication throughout the year are established. In addition, our homeless liaison will reach out to families of our qualifying McKinney Vento/Family In transition students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p>	<p>Direct Instruction, Supplemental Materials, Materials, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program</p>	<p>Tier 1</p>		<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
Activity - School and Classroom Culture	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>Staff will utilize components of Capturing Kids Hearts and the EXCEL (Engage, Explore, Communicate, Empower, Launch) to develop a positive school and classroom culture. Consistent procedures and expectations will be consistent across the building.</p> <p>Students will understand the components of our shared vision, "Be the BEST (Be a leader, show Excellence, be Safe and be Trustworthy) You", and apply them into the classroom for success. Students will have opportunities to provide input and feedback into classroom procedures and expectations. Students will take responsibility for monitoring their behavior.</p> <p>Our Behavior Improvement Team will meet regularly to monitor implementation efforts.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Walkthrough, Supplemental Materials, Technology, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis to support the social emotional learning needs of students. Teachers will utilize an instructional resource (True Success) to have conversations with students about behavioral expectations and how they can positively influence others. A consistent vocabulary and language will be used throughout the building by all staff. Professional development and implementation monitoring will occur.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Walkthrough, Supplemental Materials, Technology, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Special Education Staff, Support Staff</p>
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(shared) Strategy 3:

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: English/Language Arts

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

School Improvement Plan

Alpine Elementary School

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, Walkthrough, Materials, Curriculum Development, Technology, Policy and Process, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff, Instructional Coach

(shared) Strategy 4:

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: English/Language Arts

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.

School Improvement Plan

Alpine Elementary School

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 - Performance Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trained instructional staff will implement at least one performance assessment in their classroom during the school year to provide students with an opportunity to own their learning.	Direct Instruction, Walkthrough, Supplemental Materials, Materials, Curriculum Development, Policy and Process, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff, Paraprofessionals

Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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Our learning management system, Canvas, will be further implemented so that it can be utilized as an instructional tool/resource to support academic, social and behavioral growth. Canvas will support our efforts to personalize learning.	Direct Instruction, Walkthrough, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program	Tier 1	Implement	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff, Support Staff
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Goal 2: All students at Alpine Elementary will become proficient writers.

Measurable Objective 1:

55% of Third grade students will demonstrate a proficiency in writing in English Language Arts by 06/04/2021 as measured by M-STEP data..

(shared) Strategy 1:

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: English/Language Arts

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

School Improvement Plan

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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).</p> <p>A family council will continue to be assembled to provide parent representatives to contribute to school improvement planning and other school related decisions.</p>	Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Parent Involvement Learning Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>Parents will have the opportunity to engage in their child's learning by attending at least one parent night that will be geared toward developing student reading and/or math skills. Parents will be able to participate in a variety of activities to learn specific strategies to help their child at home and make learning fun.</p>	<p>Direct Instruction, Materials, Curriculum Development, Extra Curricular, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>Frequent communication from school will occur through the district/school website, classroom websites, school-wide email blasts, classroom emails to parents, phone calls and notes home. In addition, a variety of activities will be held before, during and after school to involve parents in their child's school experience (ex.- open house, field day, winter concert, talent show, young author's day, etc.).</p> <p>Our homeless liaison will connect with families who qualify as McKinney Vento/Family In Transition to ensure that appropriate school documents are obtained, transportation needs are met and means of communication throughout the year are established. In addition, our homeless liaison will reach out to families of our qualifying McKinney Vento/Family In transition students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - School and Classroom Culture	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>Staff will utilize components of Capturing Kids Hearts and the EXCEL (Engage, Explore, Communicate, Empower, Launch) to develop a positive school and classroom culture. Consistent procedures and expectations will be consistent across the building.</p> <p>Students will understand the components of our shared vision, "Be the BEST (Be a leader, show Excellence, be Safe and be Trustworthy) You", and apply them into the classroom for success. Students will have opportunities to provide input and feedback into classroom procedures and expectations. Students will take responsibility for monitoring their behavior.</p> <p>Our Behavior Improvement Team will meet regularly to monitor implementation efforts.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis to support the social emotional learning needs of students. Teachers will utilize an instructional resource (True Success) to have conversations with students about behavioral expectations and how they can positively influence others. A consistent vocabulary and language will be used throughout the building by all staff. Professional development and implementation monitoring will occur.	Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Professional Learning, Behavioral Support Program	Tier 1		08/24/2020	06/11/2021	\$1	General Fund	Curriculum Director, Building Administration, Certified Staff, Paraprofessionals
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(shared) Strategy 2:

Guaranteed and Viable Curriculum (GVC) - 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: English/Language Arts

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 (MTSS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically, socially and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need (whether the need is academic, behavioral or social), (2) monitoring progress frequently to make decisions about changes in instruction, goals or individual learning/behavior plans (3) using data are to allocate resources to improve student learning and school readiness, (4) supporting staff implementation of effective instructional and behavioral support practices.</p> <p>Students will be grouped by ability for individualized instruction. Groups will be flexible to allow for movement in and out of various ability groups. Social skill groups, social work service and counseling will be leveraged to support student growth. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education staff, SEL (social emotional learning) staff and KSSN staff will be utilized to provide support as needed. MTSS meetings will be held throughout the year to monitor student progress and provide support to all service providers as well as the general education teacher. NWEA MAP data, Fountas and Pinnell, state assessment and district assessment data as well as behavioral referral data will be used to guide instruction and interventions.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$5</p>	<p>Title III, General Fund, Section 31a, Title I Part A, Title I Part C</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>General education classroom teachers in grades K-5 will spend a minimum of 75 minutes each day in the content area of reading with all students. Time will be devoted to developing schedules that allow for large blocks of ELA instruction to occur.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Other, Teacher Collaboration, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Instructional coaching will be provided to instructional staff. Coaching will focus on improving our workshop models/small group instruction in ELA and Math as well as implementing the early literacy and early math practices across all grades. Instructional coaches will be collaborating with staff and providing modeling. In addition, the instructional coach will support building teacher efficacy in utilizing our instructional framework (Gradual Release of Responsibility) and analyzing data using specific protocols. This will be done through coaching cycles, classroom learning labs and leveraging staff meeting, PLC meeting and other district time set aside for professional development.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>

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Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Professional learning communities will be utilized to develop curriculum, discuss best practice and meet students needs. Time for certified staff to collaborate among building teams will be embedded into weekly schedules. Opportunities for certified staff to collaborate with grade level or department teams across the district will be provided at least quarterly.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff
Activity - Phonics First Dictation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

Phonics First will continued to be implemented with fidelity. To improve student writing abilities, teacher will utilize the Phonics First dictation resources at the sentence and word level.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff
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Activity - MAISA Writing Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MAISA writing units will drive writing instruction across grades K-5. Teachers will plan using the MAISA resources to address grade level standards. Rubrics will be utilized to evaluate student writing. Professional development will be pursued for staff that have not been able to attend optional conferences or other trainings.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Curriculum Director, Building Administration, Certified Staff

(shared) Strategy 3:

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.

School Improvement Plan

Alpine Elementary School

Category: English/Language Arts

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, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff, Paraprofessionals

(shared) Strategy 4:

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

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Alpine Elementary School

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: English/Language Arts

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 - Performance Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Trained instructional staff will implement at least one performance assessment in their classroom during the school year to provide students with an opportunity to own their learning.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

Our learning management system, Canvas, will be further implemented so that it can be utilized as an instructional tool/resource to support academic, social and behavioral growth. Canvas will support our efforts to personalize learning.	Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning	Tier 1	Implement	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
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Measurable Objective 2:

55% of Fourth grade students will demonstrate a proficiency in writing in English Language Arts by 06/04/2021 as measured by M-STEP data.

(shared) Strategy 1:

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: English/Language Arts

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
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School Improvement Plan

Alpine Elementary School

<p>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).</p> <p>A family council will continue to be assembled to provide parent representatives to contribute to school improvement planning and other school related decisions.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Parent Involvement Learning Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>Parents will have the opportunity to engage in their child's learning by attending at least one parent night that will be geared toward developing student reading and/or math skills. Parents will be able to participate in a variety of activities to learn specific strategies to help their child at home and make learning fun.</p>	<p>Direct Instruction, Materials, Curriculum Development, Extra Curricular, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
<p>Activity - Family Communication and Participation</p>	<p>Activity Type</p>	<p>Tier</p>	<p>Phase</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>

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<p>Frequent communication from school will occur through the district/school website, classroom websites, school-wide email blasts, classroom emails to parents, phone calls and notes home. In addition, a variety of activities will be held before, during and after school to involve parents in their child's school experience (ex.- open house, field day, winter concert, talent show, young author's day, etc.).</p> <p>Our homeless liaison will connect with families who qualify as McKinney Vento/Family In Transition to ensure that appropriate school documents are obtained, transportation needs are met and means of communication throughout the year are established. In addition, our homeless liaison will reach out to families of our qualifying McKinney Vento/Family In transition students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
Activity - School and Classroom Culture	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>Staff will utilize components of Capturing Kids Hearts and the EXCEL (Engage, Explore, Communicate, Empower, Launch) to develop a positive school and classroom culture. Consistent procedures and expectations will be consistent across the building.</p> <p>Students will understand the components of our shared vision, "Be the BEST (Be a leader, show Excellence, be Safe and be Trustworthy) You", and apply them into the classroom for success. Students will have opportunities to provide input and feedback into classroom procedures and expectations. Students will take responsibility for monitoring their behavior.</p> <p>Our Behavior Improvement Team will meet regularly to monitor implementation efforts.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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<p>Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis to support the social emotional learning needs of students. Teachers will utilize an instructional resource (True Success) to have conversations with students about behavioral expectations and how they can positively influence others. A consistent vocabulary and language will be used throughout the building by all staff. Professional development and implementation monitoring will occur.</p>	<p>Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Professional Learning, Behavioral Support Program</p>	<p>Tier 1</p>		<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Curriculum Director, Building Administration, Certified Staff, Paraprofessionals</p>
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(shared) Strategy 2:

Guaranteed and Viable Curriculum (GVC) - 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: English/Language Arts

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 (MTSS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically, socially and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need (whether the need is academic, behavioral or social), (2) monitoring progress frequently to make decisions about changes in instruction, goals or individual learning/behavior plans (3) using data are to allocate resources to improve student learning and school readiness, (4) supporting staff implementation of effective instructional and behavioral support practices.</p> <p>Students will be grouped by ability for individualized instruction. Groups will be flexible to allow for movement in and out of various ability groups. Social skill groups, social work service and counseling will be leveraged to support student growth. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education staff, SEL (social emotional learning) staff and KSSN staff will be utilized to provide support as needed. MTSS meetings will be held throughout the year to monitor student progress and provide support to all service providers as well as the general education teacher. NWEA MAP data, Fountas and Pinnell, state assessment and district assessment data as well as behavioral referral data will be used to guide instruction and interventions.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$5</p>	<p>General Fund, Section 31a, Title I Part C, Title III, Title I Part A</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>General education classroom teachers in grades K-5 will spend a minimum of 75 minutes each day in the content area of reading with all students. Time will be devoted to developing schedules that allow for large blocks of ELA instruction to occur.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Other, Teacher Collaboration, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Instructional coaching will be provided to instructional staff. Coaching will focus on improving our workshop models/small group instruction in ELA and Math as well as implementing the early literacy and early math practices across all grades. Instructional coaches will be collaborating with staff and providing modeling. In addition, the instructional coach will support building teacher efficacy in utilizing our instructional framework (Gradual Release of Responsibility) and analyzing data using specific protocols. This will be done through coaching cycles, classroom learning labs and leveraging staff meeting, PLC meeting and other district time set aside for professional development.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>

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Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Professional learning communities will be utilized to develop curriculum, discuss best practice and meet students needs. Time for certified staff to collaborate among building teams will be embedded into weekly schedules. Opportunities for certified staff to collaborate with grade level or department teams across the district will be provided at least quarterly.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff
Activity - Phonics First Dictation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

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Phonics First will continued to be implemented with fidelity. To improve student writing abilities, teacher will utilize the Phonics First dictation resources at the sentence and word level.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff
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Activity - MAISA Writing Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MAISA writing units will drive writing instruction across grades K-5. Teachers will plan using the MAISA resources to address grade level standards. Rubrics will be utilized to evaluate student writing. Professional development will be pursued for staff that have not been able to attend optional conferences or other trainings.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Curriculum Director, Building Administration, Certified Staff

(shared) Strategy 3:

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.

School Improvement Plan

Alpine Elementary School

Category: English/Language Arts

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, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff, Paraprofessionals

(shared) Strategy 4:

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

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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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Category: English/Language Arts

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 - Performance Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Alpine Elementary School

Trained instructional staff will implement at least one performance assessment in their classroom during the school year to provide students with an opportunity to own their learning.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

Our learning management system, Canvas, will be further implemented so that it can be utilized as an instructional tool/resource to support academic, social and behavioral growth. Canvas will support our efforts to personalize learning.	Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning	Tier 1	Implement	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
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Measurable Objective 3:

55% of Fifth grade students will demonstrate a proficiency in writing in English Language Arts by 06/04/2021 as measured by M-STEP data.

(shared) Strategy 1:

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: English/Language Arts

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Tier: Tier 1

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>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).</p> <p>A family council will continue to be assembled to provide parent representatives to contribute to school improvement planning and other school related decisions.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Parent Involvement Learning Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Parents will have the opportunity to engage in their child's learning by attending at least one parent night that will be geared toward developing student reading and/or math skills. Parents will be able to participate in a variety of activities to learn specific strategies to help their child at home and make learning fun.</p>	<p>Direct Instruction, Materials, Curriculum Development, Extra Curricular, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Frequent communication from school will occur through the district/school website, classroom websites, school-wide email blasts, classroom emails to parents, phone calls and notes home. In addition, a variety of activities will be held before, during and after school to involve parents in their child's school experience (ex.- open house, field day, winter concert, talent show, young author's day, etc.).</p> <p>Our homeless liaison will connect with families who qualify as McKinney Vento/Family In Transition to ensure that appropriate school documents are obtained, transportation needs are met and means of communication throughout the year are established. In addition, our homeless liaison will reach out to families of our qualifying McKinney Vento/Family In transition students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
Activity - School and Classroom Culture	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>Staff will utilize components of Capturing Kids Hearts and the EXCEL (Engage, Explore, Communicate, Empower, Launch) to develop a positive school and classroom culture. Consistent procedures and expectations will be consistent across the building.</p> <p>Students will understand the components of our shared vision, "Be the BEST (Be a leader, show Excellence, be Safe and be Trustworthy) You", and apply them into the classroom for success. Students will have opportunities to provide input and feedback into classroom procedures and expectations. Students will take responsibility for monitoring their behavior.</p> <p>Our Behavior Improvement Team will meet regularly to monitor implementation efforts.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis to support the social emotional learning needs of students. Teachers will utilize an instructional resource (True Success) to have conversations with students about behavioral expectations and how they can positively influence others. A consistent vocabulary and language will be used throughout the building by all staff. Professional development and implementation monitoring will occur.</p>	<p>Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Professional Learning, Behavioral Support Program</p>	<p>Tier 1</p>		<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Curriculum Director, Building Administration, Certified Staff, Paraprofessionals</p>
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(shared) Strategy 2:

Guaranteed and Viable Curriculum (GVC) - 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: English/Language Arts

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 (MTSS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically, socially and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need (whether the need is academic, behavioral or social), (2) monitoring progress frequently to make decisions about changes in instruction, goals or individual learning/behavior plans (3) using data are to allocate resources to improve student learning and school readiness, (4) supporting staff implementation of effective instructional and behavioral support practices.</p> <p>Students will be grouped by ability for individualized instruction. Groups will be flexible to allow for movement in and out of various ability groups. Social skill groups, social work service and counseling will be leveraged to support student growth. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education staff, SEL (social emotional learning) staff and KSSN staff will be utilized to provide support as needed. MTSS meetings will be held throughout the year to monitor student progress and provide support to all service providers as well as the general education teacher. NWEA MAP data, Fountas and Pinnell, state assessment and district assessment data as well as behavioral referral data will be used to guide instruction and interventions.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$5</p>	<p>Title III, Title I Part C, General Fund, Section 31a, Title I Part A</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>General education classroom teachers in grades K-5 will spend a minimum of 75 minutes each day in the content area of reading with all students. Time will be devoted to developing schedules that allow for large blocks of ELA instruction to occur.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Other, Teacher Collaboration, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Instructional coaching will be provided to instructional staff. Coaching will focus on improving our workshop models/small group instruction in ELA and Math as well as implementing the early literacy and early math practices across all grades. Instructional coaches will be collaborating with staff and providing modeling. In addition, the instructional coach will support building teacher efficacy in utilizing our instructional framework (Gradual Release of Responsibility) and analyzing data using specific protocols. This will be done through coaching cycles, classroom learning labs and leveraging staff meeting, PLC meeting and other district time set aside for professional development.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>

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Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Professional learning communities will be utilized to develop curriculum, discuss best practice and meet students needs. Time for certified staff to collaborate among building teams will be embedded into weekly schedules. Opportunities for certified staff to collaborate with grade level or department teams across the district will be provided at least quarterly.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
Activity - Phonics First Dictation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

Phonics First will continued to be implemented with fidelity. To improve student writing abilities, teacher will utilize the Phonics First dictation resources at the sentence and word level.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff
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Activity - MAISA Writing Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MAISA writing units will drive writing instruction across grades K-5. Teachers will plan using the MAISA resources to address grade level standards. Rubrics will be utilized to evaluate student writing. Professional development will be pursued for staff that have not been able to attend optional conferences or other trainings.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Curriculum Director, Building Administration, Certified Staff

(shared) Strategy 3:

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.

School Improvement Plan

Alpine Elementary School

Category: English/Language Arts

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, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff, Paraprofessionals

(shared) Strategy 4:

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

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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: English/Language Arts

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 - Performance Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Trained instructional staff will implement at least one performance assessment in their classroom during the school year to provide students with an opportunity to own their learning.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Alpine Elementary School

<p>Our learning management system, Canvas, will be further implemented so that it can be utilized as an instructional tool/resource to support academic, social and behavioral growth. Canvas will support our efforts to personalize learning.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Measurable Objective 4:

55% of Third grade Students with Disabilities students will demonstrate a proficiency in writing in English Language Arts by 06/04/2021 as measured by M-STEP data.

(shared) Strategy 1:

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: English/Language Arts

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

School Improvement Plan

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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).</p> <p>A family council will continue to be assembled to provide parent representatives to contribute to school improvement planning and other school related decisions.</p>	Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Parent Involvement Learning Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Alpine Elementary School

<p>Parents will have the opportunity to engage in their child's learning by attending at least one parent night that will be geared toward developing student reading and/or math skills. Parents will be able to participate in a variety of activities to learn specific strategies to help their child at home and make learning fun.</p>	<p>Direct Instruction, Materials, Curriculum Development, Extra Curricular, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Alpine Elementary School

<p>Frequent communication from school will occur through the district/school website, classroom websites, school-wide email blasts, classroom emails to parents, phone calls and notes home. In addition, a variety of activities will be held before, during and after school to involve parents in their child's school experience (ex.- open house, field day, winter concert, talent show, young author's day, etc.).</p> <p>Our homeless liaison will connect with families who qualify as McKinney Vento/Family In Transition to ensure that appropriate school documents are obtained, transportation needs are met and means of communication throughout the year are established. In addition, our homeless liaison will reach out to families of our qualifying McKinney Vento/Family In transition students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
Activity - School and Classroom Culture	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Staff will utilize components of Capturing Kids Hearts and the EXCEL (Engage, Explore, Communicate, Empower, Launch) to develop a positive school and classroom culture. Consistent procedures and expectations will be consistent across the building.</p> <p>Students will understand the components of our shared vision, "Be the BEST (Be a leader, show Excellence, be Safe and be Trustworthy) You", and apply them into the classroom for success. Students will have opportunities to provide input and feedback into classroom procedures and expectations. Students will take responsibility for monitoring their behavior.</p> <p>Our Behavior Improvement Team will meet regularly to monitor implementation efforts.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis to support the social emotional learning needs of students. Teachers will utilize an instructional resource (True Success) to have conversations with students about behavioral expectations and how they can positively influence others. A consistent vocabulary and language will be used throughout the building by all staff. Professional development and implementation monitoring will occur.</p>	<p>Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Professional Learning, Behavioral Support Program</p>	<p>Tier 1</p>		<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Curriculum Director, Building Administration, Certified Staff, Paraprofessionals</p>
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(shared) Strategy 2:

Guaranteed and Viable Curriculum (GVC) - 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: English/Language Arts

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Tier: Tier 1

Activity - Multi-tiered System of Support (MTSS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically, socially and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need (whether the need is academic, behavioral or social), (2) monitoring progress frequently to make decisions about changes in instruction, goals or individual learning/behavior plans (3) using data are to allocate resources to improve student learning and school readiness, (4) supporting staff implementation of effective instructional and behavioral support practices.</p> <p>Students will be grouped by ability for individualized instruction. Groups will be flexible to allow for movement in and out of various ability groups. Social skill groups, social work service and counseling will be leveraged to support student growth. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education staff, SEL (social emotional learning) staff and KSSN staff will be utilized to provide support as needed. MTSS meetings will be held throughout the year to monitor student progress and provide support to all service providers as well as the general education teacher. NWEA MAP data, Fountas and Pinnell, state assessment and district assessment data as well as behavioral referral data will be used to guide instruction and interventions.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$5</p>	<p>Title I Part A, Title I Part C, Title III, General Fund, Section 31a</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>General education classroom teachers in grades K-5 will spend a minimum of 75 minutes each day in the content area of reading with all students. Time will be devoted to developing schedules that allow for large blocks of ELA instruction to occur.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Other, Teacher Collaboration, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Instructional coaching will be provided to instructional staff. Coaching will focus on improving our workshop models/small group instruction in ELA and Math as well as implementing the early literacy and early math practices across all grades. Instructional coaches will be collaborating with staff and providing modeling. In addition, the instructional coach will support building teacher efficacy in utilizing our instructional framework (Gradual Release of Responsibility) and analyzing data using specific protocols. This will be done through coaching cycles, classroom learning labs and leveraging staff meeting, PLC meeting and other district time set aside for professional development.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>

School Improvement Plan

Alpine Elementary School

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Professional learning communities will be utilized to develop curriculum, discuss best practice and meet students needs. Time for certified staff to collaborate among building teams will be embedded into weekly schedules. Opportunities for certified staff to collaborate with grade level or department teams across the district will be provided at least quarterly.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
Activity - Phonics First Dictation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Phonics First will continued to be implemented with fidelity. To improve student writing abilities, teacher will utilize the Phonics First dictation resources at the sentence and word level.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff
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Activity - MAISA Writing Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MAISA writing units will drive writing instruction across grades K-5. Teachers will plan using the MAISA resources to address grade level standards. Rubrics will be utilized to evaluate student writing. Professional development will be pursued for staff that have not been able to attend optional conferences or other trainings.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Curriculum Director, Building Administration, Certified Staff

(shared) Strategy 3:

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.

School Improvement Plan

Alpine Elementary School

Category: English/Language Arts

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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, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff, Paraprofessionals

(shared) Strategy 4:

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

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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: English/Language Arts

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 - Performance Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Trained instructional staff will implement at least one performance assessment in their classroom during the school year to provide students with an opportunity to own their learning.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>Our learning management system, Canvas, will be further implemented so that it can be utilized as an instructional tool/resource to support academic, social and behavioral growth. Canvas will support our efforts to personalize learning.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Measurable Objective 5:

55% of Fourth grade Economically Disadvantaged students will demonstrate a proficiency in writing in English Language Arts by 06/04/2021 as measured by M-STEP data.

(shared) Strategy 1:

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: English/Language Arts

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

School Improvement Plan

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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).</p> <p>A family council will continue to be assembled to provide parent representatives to contribute to school improvement planning and other school related decisions.</p>	Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Parent Involvement Learning Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Alpine Elementary School

<p>Parents will have the opportunity to engage in their child's learning by attending at least one parent night that will be geared toward developing student reading and/or math skills. Parents will be able to participate in a variety of activities to learn specific strategies to help their child at home and make learning fun.</p>	<p>Direct Instruction, Materials, Curriculum Development, Extra Curricular, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
<p>Activity - Family Communication and Participation</p>	<p>Activity Type</p>	<p>Tier</p>	<p>Phase</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>

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Alpine Elementary School

<p>Frequent communication from school will occur through the district/school website, classroom websites, school-wide email blasts, classroom emails to parents, phone calls and notes home. In addition, a variety of activities will be held before, during and after school to involve parents in their child's school experience (ex.- open house, field day, winter concert, talent show, young author's day, etc.).</p> <p>Our homeless liaison will connect with families who qualify as McKinney Vento/Family In Transition to ensure that appropriate school documents are obtained, transportation needs are met and means of communication throughout the year are established. In addition, our homeless liaison will reach out to families of our qualifying McKinney Vento/Family In transition students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - School and Classroom Culture	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>Staff will utilize components of Capturing Kids Hearts and the EXCEL (Engage, Explore, Communicate, Empower, Launch) to develop a positive school and classroom culture. Consistent procedures and expectations will be consistent across the building.</p> <p>Students will understand the components of our shared vision, "Be the BEST (Be a leader, show Excellence, be Safe and be Trustworthy) You", and apply them into the classroom for success. Students will have opportunities to provide input and feedback into classroom procedures and expectations. Students will take responsibility for monitoring their behavior.</p> <p>Our Behavior Improvement Team will meet regularly to monitor implementation efforts.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis to support the social emotional learning needs of students. Teachers will utilize an instructional resource (True Success) to have conversations with students about behavioral expectations and how they can positively influence others. A consistent vocabulary and language will be used throughout the building by all staff. Professional development and implementation monitoring will occur.	Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Professional Learning, Behavioral Support Program	Tier 1		08/24/2020	06/11/2021	\$1	General Fund	Curriculum Director, Building Administration, Certified Staff, Paraprofessionals
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(shared) Strategy 2:

Guaranteed and Viable Curriculum (GVC) - 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: English/Language Arts

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 (MTSS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically, socially and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need (whether the need is academic, behavioral or social), (2) monitoring progress frequently to make decisions about changes in instruction, goals or individual learning/behavior plans (3) using data are to allocate resources to improve student learning and school readiness, (4) supporting staff implementation of effective instructional and behavioral support practices.</p> <p>Students will be grouped by ability for individualized instruction. Groups will be flexible to allow for movement in and out of various ability groups. Social skill groups, social work service and counseling will be leveraged to support student growth. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education staff, SEL (social emotional learning) staff and KSSN staff will be utilized to provide support as needed. MTSS meetings will be held throughout the year to monitor student progress and provide support to all service providers as well as the general education teacher. NWEA MAP data, Fountas and Pinnell, state assessment and district assessment data as well as behavioral referral data will be used to guide instruction and interventions.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$5</p>	<p>Section 31a, Title III, General Fund, Title I Part A, Title I Part C</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

General education classroom teachers in grades K-5 will spend a minimum of 75 minutes each day in the content area of reading with all students. Time will be devoted to developing schedules that allow for large blocks of ELA instruction to occur.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Other, Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
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Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaching will be provided to instructional staff. Coaching will focus on improving our workshop models/small group instruction in ELA and Math as well as implementing the early literacy and early math practices across all grades. Instructional coaches will be collaborating with staff and providing modeling. In addition, the instructional coach will support building teacher efficacy in utilizing our instructional framework (Gradual Release of Responsibility) and analyzing data using specific protocols. This will be done through coaching cycles, classroom learning labs and leveraging staff meeting, PLC meeting and other district time set aside for professional development.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff, Paraprofessionals

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Alpine Elementary School

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Professional learning communities will be utilized to develop curriculum, discuss best practice and meet students needs. Time for certified staff to collaborate among building teams will be embedded into weekly schedules. Opportunities for certified staff to collaborate with grade level or department teams across the district will be provided at least quarterly.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff
Activity - Phonics First Dictation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Phonics First will continued to be implemented with fidelity. To improve student writing abilities, teacher will utilize the Phonics First dictation resources at the sentence and word level.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff
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Activity - MAISA Writing Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MAISA writing units will drive writing instruction across grades K-5. Teachers will plan using the MAISA resources to address grade level standards. Rubrics will be utilized to evaluate student writing. Professional development will be pursued for staff that have not been able to attend optional conferences or other trainings.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Curriculum Director, Building Administration, Certified Staff

(shared) Strategy 3:

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.

School Improvement Plan

Alpine Elementary School

Category: English/Language Arts

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, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff, Paraprofessionals

(shared) Strategy 4:

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

School Improvement Plan

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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: English/Language Arts

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 - Performance Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Trained instructional staff will implement at least one performance assessment in their classroom during the school year to provide students with an opportunity to own their learning.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Alpine Elementary School

Our learning management system, Canvas, will be further implemented so that it can be utilized as an instructional tool/resource to support academic, social and behavioral growth. Canvas will support our efforts to personalize learning.	Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning	Tier 1	Implement	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
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Measurable Objective 6:

55% of Fourth grade Hispanic or Latino students will demonstrate a proficiency in writing in English Language Arts by 06/04/2021 as measured by M-STEP data.

(shared) Strategy 1:

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: English/Language Arts

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
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Alpine Elementary School

<p>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).</p> <p>A family council will continue to be assembled to provide parent representatives to contribute to school improvement planning and other school related decisions.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Parent Involvement Learning Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Parents will have the opportunity to engage in their child's learning by attending at least one parent night that will be geared toward developing student reading and/or math skills. Parents will be able to participate in a variety of activities to learn specific strategies to help their child at home and make learning fun.</p>	<p>Direct Instruction, Materials, Curriculum Development, Extra Curricular, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
<p>Activity - Family Communication and Participation</p>	<p>Activity Type</p>	<p>Tier</p>	<p>Phase</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>

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<p>Frequent communication from school will occur through the district/school website, classroom websites, school-wide email blasts, classroom emails to parents, phone calls and notes home. In addition, a variety of activities will be held before, during and after school to involve parents in their child's school experience (ex.- open house, field day, winter concert, talent show, young author's day, etc.).</p> <p>Our homeless liaison will connect with families who qualify as McKinney Vento/Family In Transition to ensure that appropriate school documents are obtained, transportation needs are met and means of communication throughout the year are established. In addition, our homeless liaison will reach out to families of our qualifying McKinney Vento/Family In transition students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - School and Classroom Culture	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Alpine Elementary School

<p>Staff will utilize components of Capturing Kids Hearts and the EXCEL (Engage, Explore, Communicate, Empower, Launch) to develop a positive school and classroom culture. Consistent procedures and expectations will be consistent across the building.</p> <p>Students will understand the components of our shared vision, "Be the BEST (Be a leader, show Excellence, be Safe and be Trustworthy) You", and apply them into the classroom for success. Students will have opportunities to provide input and feedback into classroom procedures and expectations. Students will take responsibility for monitoring their behavior.</p> <p>Our Behavior Improvement Team will meet regularly to monitor implementation efforts.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis to support the social emotional learning needs of students. Teachers will utilize an instructional resource (True Success) to have conversations with students about behavioral expectations and how they can positively influence others. A consistent vocabulary and language will be used throughout the building by all staff. Professional development and implementation monitoring will occur.</p>	<p>Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Professional Learning, Behavioral Support Program</p>	<p>Tier 1</p>		<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Curriculum Director, Building Administration, Certified Staff, Paraprofessionals</p>
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(shared) Strategy 2:

Guaranteed and Viable Curriculum (GVC) - 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: English/Language Arts

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Tier: Tier 1

Activity - Multi-tiered System of Support (MTSS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically, socially and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need (whether the need is academic, behavioral or social), (2) monitoring progress frequently to make decisions about changes in instruction, goals or individual learning/behavior plans (3) using data are to allocate resources to improve student learning and school readiness, (4) supporting staff implementation of effective instructional and behavioral support practices.</p> <p>Students will be grouped by ability for individualized instruction. Groups will be flexible to allow for movement in and out of various ability groups. Social skill groups, social work service and counseling will be leveraged to support student growth. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education staff, SEL (social emotional learning) staff and KSSN staff will be utilized to provide support as needed. MTSS meetings will be held throughout the year to monitor student progress and provide support to all service providers as well as the general education teacher. NWEA MAP data, Fountas and Pinnell, state assessment and district assessment data as well as behavioral referral data will be used to guide instruction and interventions.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$5</p>	<p>Title I Part C, Section 31a, Title III, Title I Part A, General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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General education classroom teachers in grades K-5 will spend a minimum of 75 minutes each day in the content area of reading with all students. Time will be devoted to developing schedules that allow for large blocks of ELA instruction to occur.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Other, Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
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Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaching will be provided to instructional staff. Coaching will focus on improving our workshop models/small group instruction in ELA and Math as well as implementing the early literacy and early math practices across all grades. Instructional coaches will be collaborating with staff and providing modeling. In addition, the instructional coach will support building teacher efficacy in utilizing our instructional framework (Gradual Release of Responsibility) and analyzing data using specific protocols. This will be done through coaching cycles, classroom learning labs and leveraging staff meeting, PLC meeting and other district time set aside for professional development.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff, Paraprofessionals

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Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Professional learning communities will be utilized to develop curriculum, discuss best practice and meet students needs. Time for certified staff to collaborate among building teams will be embedded into weekly schedules. Opportunities for certified staff to collaborate with grade level or department teams across the district will be provided at least quarterly.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
Activity - Phonics First Dictation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Phonics First will continued to be implemented with fidelity. To improve student writing abilities, teacher will utilize the Phonics First dictation resources at the sentence and word level.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff
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Activity - MAISA Writing Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MAISA writing units will drive writing instruction across grades K-5. Teachers will plan using the MAISA resources to address grade level standards. Rubrics will be utilized to evaluate student writing. Professional development will be pursued for staff that have not been able to attend optional conferences or other trainings.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Curriculum Director, Building Administration, Certified Staff

(shared) Strategy 3:

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

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Category: English/Language Arts

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, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff, Paraprofessionals

(shared) Strategy 4:

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

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Alpine Elementary School

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: English/Language Arts

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 - Performance Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Alpine Elementary School

Trained instructional staff will implement at least one performance assessment in their classroom during the school year to provide students with an opportunity to own their learning.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Alpine Elementary School

Our learning management system, Canvas, will be further implemented so that it can be utilized as an instructional tool/resource to support academic, social and behavioral growth. Canvas will support our efforts to personalize learning.	Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning	Tier 1	Implement	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
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Measurable Objective 7:

55% of Fifth grade Hispanic or Latino students will demonstrate a proficiency in writing in English Language Arts by 06/07/2019 as measured by M-STEP data.

(shared) Strategy 1:

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: English/Language Arts

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
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School Improvement Plan

Alpine Elementary School

<p>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).</p> <p>A family council will continue to be assembled to provide parent representatives to contribute to school improvement planning and other school related decisions.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Parent Involvement Learning Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Alpine Elementary School

<p>Parents will have the opportunity to engage in their child's learning by attending at least one parent night that will be geared toward developing student reading and/or math skills. Parents will be able to participate in a variety of activities to learn specific strategies to help their child at home and make learning fun.</p>	<p>Direct Instruction, Materials, Curriculum Development, Extra Curricular, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>Frequent communication from school will occur through the district/school website, classroom websites, school-wide email blasts, classroom emails to parents, phone calls and notes home. In addition, a variety of activities will be held before, during and after school to involve parents in their child's school experience (ex.- open house, field day, winter concert, talent show, young author's day, etc.).</p> <p>Our homeless liaison will connect with families who qualify as McKinney Vento/Family In Transition to ensure that appropriate school documents are obtained, transportation needs are met and means of communication throughout the year are established. In addition, our homeless liaison will reach out to families of our qualifying McKinney Vento/Family In transition students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
Activity - School and Classroom Culture	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>Staff will utilize components of Capturing Kids Hearts and the EXCEL (Engage, Explore, Communicate, Empower, Launch) to develop a positive school and classroom culture. Consistent procedures and expectations will be consistent across the building.</p> <p>Students will understand the components of our shared vision, "Be the BEST (Be a leader, show Excellence, be Safe and be Trustworthy) You", and apply them into the classroom for success. Students will have opportunities to provide input and feedback into classroom procedures and expectations. Students will take responsibility for monitoring their behavior.</p> <p>Our Behavior Improvement Team will meet regularly to monitor implementation efforts.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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<p>Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis to support the social emotional learning needs of students. Teachers will utilize an instructional resource (True Success) to have conversations with students about behavioral expectations and how they can positively influence others. A consistent vocabulary and language will be used throughout the building by all staff. Professional development and implementation monitoring will occur.</p>	<p>Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Professional Learning, Behavioral Support Program</p>	<p>Tier 1</p>		<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Curriculum Director, Building Administration, Certified Staff, Paraprofessionals</p>
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(shared) Strategy 2:

Guaranteed and Viable Curriculum (GVC) - 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: English/Language Arts

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 (MTSS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically, socially and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need (whether the need is academic, behavioral or social), (2) monitoring progress frequently to make decisions about changes in instruction, goals or individual learning/behavior plans (3) using data are to allocate resources to improve student learning and school readiness, (4) supporting staff implementation of effective instructional and behavioral support practices.</p> <p>Students will be grouped by ability for individualized instruction. Groups will be flexible to allow for movement in and out of various ability groups. Social skill groups, social work service and counseling will be leveraged to support student growth. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education staff, SEL (social emotional learning) staff and KSSN staff will be utilized to provide support as needed. MTSS meetings will be held throughout the year to monitor student progress and provide support to all service providers as well as the general education teacher. NWEA MAP data, Fountas and Pinnell, state assessment and district assessment data as well as behavioral referral data will be used to guide instruction and interventions.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$5</p>	<p>Section 31a, General Fund, Title I Part C, Title I Part A, Title III</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>General education classroom teachers in grades K-5 will spend a minimum of 75 minutes each day in the content area of reading with all students. Time will be devoted to developing schedules that allow for large blocks of ELA instruction to occur.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Other, Teacher Collaboration, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Instructional coaching will be provided to instructional staff. Coaching will focus on improving our workshop models/small group instruction in ELA and Math as well as implementing the early literacy and early math practices across all grades. Instructional coaches will be collaborating with staff and providing modeling. In addition, the instructional coach will support building teacher efficacy in utilizing our instructional framework (Gradual Release of Responsibility) and analyzing data using specific protocols. This will be done through coaching cycles, classroom learning labs and leveraging staff meeting, PLC meeting and other district time set aside for professional development.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>

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Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Professional learning communities will be utilized to develop curriculum, discuss best practice and meet students needs. Time for certified staff to collaborate among building teams will be embedded into weekly schedules. Opportunities for certified staff to collaborate with grade level or department teams across the district will be provided at least quarterly.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
Activity - Phonics First Dictation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Phonics First will continued to be implemented with fidelity. To improve student writing abilities, teacher will utilize the Phonics First dictation resources at the sentence and word level.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff
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Activity - MAISA Writing Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MAISA writing units will drive writing instruction across grades K-5. Teachers will plan using the MAISA resources to address grade level standards. Rubrics will be utilized to evaluate student writing. Professional development will be pursued for staff that have not been able to attend optional conferences or other trainings.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Curriculum Director, Building Administration, Certified Staff

(shared) Strategy 3:

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

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Category: English/Language Arts

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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, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff, Paraprofessionals

(shared) Strategy 4:

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

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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: English/Language Arts

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Tier: Tier 1

Activity - Performance Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Trained instructional staff will implement at least one performance assessment in their classroom during the school year to provide students with an opportunity to own their learning.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

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Our learning management system, Canvas, will be further implemented so that it can be utilized as an instructional tool/resource to support academic, social and behavioral growth. Canvas will support our efforts to personalize learning.	Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning	Tier 1	Implement	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
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Measurable Objective 8:

55% of Fifth grade Male students will demonstrate a proficiency in writing in English Language Arts by 06/07/2019 as measured by M-STEP data.

(shared) Strategy 1:

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: English/Language Arts

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
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<p>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).</p> <p>A family council will continue to be assembled to provide parent representatives to contribute to school improvement planning and other school related decisions.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Parent Involvement Learning Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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<p>Parents will have the opportunity to engage in their child's learning by attending at least one parent night that will be geared toward developing student reading and/or math skills. Parents will be able to participate in a variety of activities to learn specific strategies to help their child at home and make learning fun.</p>	<p>Direct Instruction, Materials, Curriculum Development, Extra Curricular, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
<p>Activity - Family Communication and Participation</p>	<p>Activity Type</p>	<p>Tier</p>	<p>Phase</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>

School Improvement Plan

Alpine Elementary School

<p>Frequent communication from school will occur through the district/school website, classroom websites, school-wide email blasts, classroom emails to parents, phone calls and notes home. In addition, a variety of activities will be held before, during and after school to involve parents in their child's school experience (ex.- open house, field day, winter concert, talent show, young author's day, etc.).</p> <p>Our homeless liaison will connect with families who qualify as McKinney Vento/Family In Transition to ensure that appropriate school documents are obtained, transportation needs are met and means of communication throughout the year are established. In addition, our homeless liaison will reach out to families of our qualifying McKinney Vento/Family In transition students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - School and Classroom Culture	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Staff will utilize components of Capturing Kids Hearts and the EXCEL (Engage, Explore, Communicate, Empower, Launch) to develop a positive school and classroom culture. Consistent procedures and expectations will be consistent across the building.</p> <p>Students will understand the components of our shared vision, "Be the BEST (Be a leader, show Excellence, be Safe and be Trustworthy) You", and apply them into the classroom for success. Students will have opportunities to provide input and feedback into classroom procedures and expectations. Students will take responsibility for monitoring their behavior.</p> <p>Our Behavior Improvement Team will meet regularly to monitor implementation efforts.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Alpine Elementary School

<p>Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis to support the social emotional learning needs of students. Teachers will utilize an instructional resource (True Success) to have conversations with students about behavioral expectations and how they can positively influence others. A consistent vocabulary and language will be used throughout the building by all staff. Professional development and implementation monitoring will occur.</p>	<p>Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Professional Learning, Behavioral Support Program</p>	<p>Tier 1</p>		<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Curriculum Director, Building Administration, Certified Staff, Paraprofessionals</p>
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(shared) Strategy 2:

Guaranteed and Viable Curriculum (GVC) - 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: English/Language Arts

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 (MTSS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically, socially and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need (whether the need is academic, behavioral or social), (2) monitoring progress frequently to make decisions about changes in instruction, goals or individual learning/behavior plans (3) using data are to allocate resources to improve student learning and school readiness, (4) supporting staff implementation of effective instructional and behavioral support practices.</p> <p>Students will be grouped by ability for individualized instruction. Groups will be flexible to allow for movement in and out of various ability groups. Social skill groups, social work service and counseling will be leveraged to support student growth. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education staff, SEL (social emotional learning) staff and KSSN staff will be utilized to provide support as needed. MTSS meetings will be held throughout the year to monitor student progress and provide support to all service providers as well as the general education teacher. NWEA MAP data, Fountas and Pinnell, state assessment and district assessment data as well as behavioral referral data will be used to guide instruction and interventions.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$5</p>	<p>Section 31a, General Fund, Title I Part A, Title I Part C, Title III</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Alpine Elementary School

<p>General education classroom teachers in grades K-5 will spend a minimum of 75 minutes each day in the content area of reading with all students. Time will be devoted to developing schedules that allow for large blocks of ELA instruction to occur.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Other, Teacher Collaboration, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Instructional coaching will be provided to instructional staff. Coaching will focus on improving our workshop models/small group instruction in ELA and Math as well as implementing the early literacy and early math practices across all grades. Instructional coaches will be collaborating with staff and providing modeling. In addition, the instructional coach will support building teacher efficacy in utilizing our instructional framework (Gradual Release of Responsibility) and analyzing data using specific protocols. This will be done through coaching cycles, classroom learning labs and leveraging staff meeting, PLC meeting and other district time set aside for professional development.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>

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Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Professional learning communities will be utilized to develop curriculum, discuss best practice and meet students needs. Time for certified staff to collaborate among building teams will be embedded into weekly schedules. Opportunities for certified staff to collaborate with grade level or department teams across the district will be provided at least quarterly.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
Activity - Phonics First Dictation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

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Phonics First will continued to be implemented with fidelity. To improve student writing abilities, teacher will utilize the Phonics First dictation resources at the sentence and word level.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff
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Activity - MAISA Writing Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MAISA writing units will drive writing instruction across grades K-5. Teachers will plan using the MAISA resources to address grade level standards. Rubrics will be utilized to evaluate student writing. Professional development will be pursued for staff that have not been able to attend optional conferences or other trainings.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Curriculum Director, Building Administration, Certified Staff

(shared) Strategy 3:

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.

School Improvement Plan

Alpine Elementary School

Category: English/Language Arts

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, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff, Paraprofessionals

(shared) Strategy 4:

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

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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: English/Language Arts

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 - Performance Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Trained instructional staff will implement at least one performance assessment in their classroom during the school year to provide students with an opportunity to own their learning.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Our learning management system, Canvas, will be further implemented so that it can be utilized as an instructional tool/resource to support academic, social and behavioral growth. Canvas will support our efforts to personalize learning.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Goal 3: All students at Alpine Elementary will develop proficient math skills.

Measurable Objective 1:

50% of Third grade students will demonstrate a proficiency on skills in Mathematics by 06/04/2021 as measured by M-STEP data. .

(shared) Strategy 1:

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: Mathematics

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.

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Tier: Tier 1

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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).</p> <p>A family council will continue to be assembled to provide parent representatives to contribute to school improvement planning and other school related decisions.</p>	Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Parent Involvement Learning Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Alpine Elementary School

<p>Parents will have the opportunity to engage in their child's learning by attending at least one parent night that will be geared toward developing student reading and/or math skills. Parents will be able to participate in a variety of activities to learn specific strategies to help their child at home and make learning fun.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$5</p>	<p>Title I Part C, Title III, Title I Part A, Section 31a, General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Frequent communication from school will occur through the district/school website, classroom websites, school-wide email blasts, classroom emails to parents, phone calls and notes home. In addition, a variety of activities will be held before, during and after school to involve parents in their child's school experience (ex.- open house, field day, winter concert, talent show, young author's day, etc.).</p> <p>Our homeless liaison will connect with families who qualify as McKinney Vento/Family In Transition to ensure that appropriate school documents are obtained, transportation needs are met and means of communication throughout the year are established. In addition, our homeless liaison will reach out to families of our qualifying McKinney Vento/Family In transition students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
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Activity - School and Classroom Culture	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Staff will utilize components of Capturing Kids Hearts and the EXCEL (Engage, Explore, Communicate, Empower, Launch) to develop a positive school and classroom culture. Consistent procedures and expectations will be consistent across the building.</p> <p>Students will understand the components of our shared vision, "Be the BEST (Be a leader, show Excellence, be Safe and be Trustworthy) You", and apply them into the classroom for success. Students will have opportunities to provide input and feedback into classroom procedures and expectations. Students will take responsibility for monitoring their behavior.</p> <p>Our Behavior Improvement Team will meet regularly to monitor implementation efforts.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis to support the social emotional learning needs of students. Teachers will utilize an instructional resource (True Success) to have conversations with students about behavioral expectations and how they can positively influence others. A consistent vocabulary and language will be used throughout the building by all staff. Professional development and implementation monitoring will occur.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program</p>	<p>Tier 1</p>		<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Curriculum Director, Building Administration, Certified Staff, Paraprofessionals</p>
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(shared) Strategy 2:

Guaranteed and Viable Curriculum (GVC) - 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: Mathematics

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 (MTSS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically, socially and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need (whether the need is academic, behavioral or social), (2) monitoring progress frequently to make decisions about changes in instruction, goals or individual learning/behavior plans (3) using data are to allocate resources to improve student learning and school readiness, (4) supporting staff implementation of effective instructional and behavioral support practices.</p> <p>Students will be grouped by ability for individualized instruction. Groups will be flexible to allow for movement in and out of various ability groups. Social skill groups, social work service and counseling will be leveraged to support student growth. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education staff, SEL (social emotional learning) staff and KSSN staff will be utilized to provide support as needed. MTSS meetings will be held throughout the year to monitor student progress and provide support to all service providers as well as the general education teacher. NWEA MAP data, Fountas and Pinnell, state assessment and district assessment data as well as behavioral referral data will be used to guide instruction and interventions.</p>	<p>Direct Instruction, Walkthrough, Curriculum Development, Technology, Other, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>General education classroom teachers in grades K-5 will spend a minimum of 75 minutes each day in the content area of mathematics with all students. Time will be devoted to developing schedules that allow for large blocks of math instruction to occur.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Classroom Teachers, Special Education Staff, Interventionists, EL Staff, Paraprofessionals, Specialists, Building Principal.</p>
<p>Activity - Vocabulary Instruction</p>	<p>Activity Type</p>	<p>Tier</p>	<p>Phase</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>

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<p>Teachers will build vocabulary through direct instruction of specific terms deemed necessary for concept comprehension. This includes pre-teaching and reviewing key words, posting vocabulary on word walls, emphasizing vocabulary on teacher lesson plans/learning targets and utilizing components/best practices from the S.I.O.P. (Sheltered Instruction Observation Protocol) Model for Instruction (ex. - insert method). Professional development will focus on the intentional instruction of vocabulary.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Classroom Teachers, Specialists, Interventionists, Special Education Staff, EL Staff, Available Paraprofessionals, Building Principal.</p>
Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Instructional coaching will be provided to instructional staff. Coaching will focus on improving our workshop models/small group instruction in ELA and Math as well as implementing the early literacy and early math practices across all grades. Instructional coaches will be collaborating with staff and providing modeling. In addition, the instructional coach will support building teacher efficacy in utilizing our instructional framework (Gradual Release of Responsibility) and analyzing data using specific protocols. This will be done through coaching cycles, classroom learning labs and leveraging staff meeting, PLC meeting and other district time set aside for professional development.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
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Activity - Summer Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Qualifying students will be provided with additional intervention over the summer to build math skills and prevent summer regression.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Other, Parent Involvement, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>Section 31a</p>	<p>Administration, Certified Staff</p>
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Activity - Kent School Service Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Kent School Service Network partnership will be continued to provide additional behavioral and social/emotional support to our students. This partnership will improve truant student attendance, impact positively student behavior and learning as well as increase parent involvement by building partnerships with organizations in our community. Alpine Elementary will be supported by a school coordinator, mental health care clinician and a department of health and human services worker.</p>	<p>Supplemental Materials, Materials, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>

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Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Extended day learning opportunities will be provided so that additional support to students can be offered to who qualify in grades K-3. Support will be provided outside of the school day either before or after school during the second and third trimesters. Support will be based on performance data and reading and math skill development. Highly-qualified teachers will implement a research-based Tier II extended day program focused on phonics, phonemic awareness, fluency, vocabulary, comprehension, and content knowledge. It will build foundational skills required in reading to have success in the classroom independently. Instruction will include focus lessons, guided instruction, guided reading and collaborative learning experiences based on high interest texts.</p> <p>This includes providing extended day learning opportunities to our migrant students in the fall for grades K-5 from Title IC funds.</p>	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Other, Parent Involvement, Teacher Collaboration, Behavioral Support Program, Academic Support Program	Tier 2	Monitor	08/24/2020	06/11/2021	\$4	Other, General Fund, Section 31a, Title I Part C	Administration, Certified Staff
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Professional learning communities will be utilized to develop curriculum, discuss best practice and meet students needs. Time for certified staff to collaborate among building teams will be embedded into weekly schedules. Opportunities for certified staff to collaborate with grade level or department teams across the district will be provided at least quarterly.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
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Activity - Math Fluency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Classroom teachers will provide students with a variety of ways to build math fact fluency (examples include but not limited to: Xtra Math, Rocket Math, KHAN Academy, Compass Learning, Math Mountains, etc.). Teachers will implement essential math practices such as number talks and choral counting into weekly instruction. Students will be pushed to develop conceptual thinking (mental math) and number sense fluency.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Community Engagement, Teacher Collaboration, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>

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Activity - Real World Applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers will provide students with opportunities to apply their knowledge to the real world problems.	Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff

(shared) Strategy 3:

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: Mathematics

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
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Alpine Elementary School

<p>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.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
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(shared) Strategy 4:

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: Mathematics

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

SY 2020-2021

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Alpine 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 - Performance Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trained instructional staff will implement at least one performance assessment in their classroom during the school year to provide students with an opportunity to own their learning.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program	Tier 1	Implement	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff
Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Our learning management system, Canvas, will be further implemented so that it can be utilized as an instructional tool/resource to support academic, social and behavioral growth. Canvas will support our efforts to personalize learning.	Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning	Tier 1	Implement	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff
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Measurable Objective 2:

50% of Fourth grade students will demonstrate a proficiency on skills in Mathematics by 06/04/2021 as measured by M-STEP data. .

(shared) Strategy 1:

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: Mathematics

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
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School Improvement Plan

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<p>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).</p> <p>A family council will continue to be assembled to provide parent representatives to contribute to school improvement planning and other school related decisions.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Parent Involvement Learning Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Alpine Elementary School

<p>Parents will have the opportunity to engage in their child's learning by attending at least one parent night that will be geared toward developing student reading and/or math skills. Parents will be able to participate in a variety of activities to learn specific strategies to help their child at home and make learning fun.</p>	<p>Direct Instruction, Supplemental Materials, Curriculum Development, Technology, Other, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$5</p>	<p>Section 31a, Title I Part A, Title I Part C, General Fund, Title III</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Frequent communication from school will occur through the district/school website, classroom websites, school-wide email blasts, classroom emails to parents, phone calls and notes home. In addition, a variety of activities will be held before, during and after school to involve parents in their child's school experience (ex.- open house, field day, winter concert, talent show, young author's day, etc.).</p> <p>Our homeless liaison will connect with families who qualify as McKinney Vento/Family In Transition to ensure that appropriate school documents are obtained, transportation needs are met and means of communication throughout the year are established. In addition, our homeless liaison will reach out to families of our qualifying McKinney Vento/Family In transition students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
Activity - School and Classroom Culture	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

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<p>Staff will utilize components of Capturing Kids Hearts and the EXCEL (Engage, Explore, Communicate, Empower, Launch) to develop a positive school and classroom culture. Consistent procedures and expectations will be consistent across the building.</p> <p>Students will understand the components of our shared vision, "Be the BEST (Be a leader, show Excellence, be Safe and be Trustworthy) You", and apply them into the classroom for success. Students will have opportunities to provide input and feedback into classroom procedures and expectations. Students will take responsibility for monitoring their behavior.</p> <p>Our Behavior Improvement Team will meet regularly to monitor implementation efforts.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis to support the social emotional learning needs of students. Teachers will utilize an instructional resource (True Success) to have conversations with students about behavioral expectations and how they can positively influence others. A consistent vocabulary and language will be used throughout the building by all staff. Professional development and implementation monitoring will occur.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program	Tier 1		08/24/2020	06/11/2021	\$1	General Fund	Curriculum Director, Building Administration, Certified Staff, Paraprofessionals
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(shared) Strategy 2:

Guaranteed and Viable Curriculum (GVC) - 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: Mathematics

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 (MTSS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically, socially and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need (whether the need is academic, behavioral or social), (2) monitoring progress frequently to make decisions about changes in instruction, goals or individual learning/behavior plans (3) using data are to allocate resources to improve student learning and school readiness, (4) supporting staff implementation of effective instructional and behavioral support practices.</p> <p>Students will be grouped by ability for individualized instruction. Groups will be flexible to allow for movement in and out of various ability groups. Social skill groups, social work service and counseling will be leveraged to support student growth. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education staff, SEL (social emotional learning) staff and KSSN staff will be utilized to provide support as needed. MTSS meetings will be held throughout the year to monitor student progress and provide support to all service providers as well as the general education teacher. NWEA MAP data, Fountas and Pinnell, state assessment and district assessment data as well as behavioral referral data will be used to guide instruction and interventions.</p>	<p>Direct Instruction, Walkthrough, Curriculum Development, Technology, Other, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>General education classroom teachers in grades K-5 will spend a minimum of 75 minutes each day in the content area of mathematics with all students. Time will be devoted to developing schedules that allow for large blocks of math instruction to occur.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Classroom Teachers, Special Education Staff, Interventionists, EL Staff, Paraprofessionals, Specialists, Building Principal.</p>
<p>Activity - Vocabulary Instruction</p>	<p>Activity Type</p>	<p>Tier</p>	<p>Phase</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>

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<p>Teachers will build vocabulary through direct instruction of specific terms deemed necessary for concept comprehension. This includes pre-teaching and reviewing key words, posting vocabulary on word walls, emphasizing vocabulary on teacher lesson plans/learning targets and utilizing components/best practices from the S.I.O.P. (Sheltered Instruction Observation Protocol) Model for Instruction (ex. - insert method). Professional development will focus on the intentional instruction of vocabulary.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Classroom Teachers, Specialists, Interventionists, Special Education Staff, EL Staff, Available Paraprofessionals, Building Principal.</p>
Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

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<p>Instructional coaching will be provided to instructional staff. Coaching will focus on improving our workshop models/small group instruction in ELA and Math as well as implementing the early literacy and early math practices across all grades. Instructional coaches will be collaborating with staff and providing modeling. In addition, the instructional coach will support building teacher efficacy in utilizing our instructional framework (Gradual Release of Responsibility) and analyzing data using specific protocols. This will be done through coaching cycles, classroom learning labs and leveraging staff meeting, PLC meeting and other district time set aside for professional development.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
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Activity - Summer Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Qualifying students will be provided with additional intervention over the summer to build math skills and prevent summer regression.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Other, Parent Involvement, Teacher Collaboration, Behavioral Support Program, Academic Support Program	Tier 2	Monitor	08/24/2020	06/11/2021	\$1	Section 31a	Administration, Certified Staff
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Activity - Kent School Service Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kent School Service Network partnership will be continued to provide additional behavioral and social/emotional support to our students. This partnership will improve truant student attendance, impact positively student behavior and learning as well as increase parent involvement by building partnerships with organizations in our community. Alpine Elementary will be supported by a school coordinator, mental health care clinician and a department of health and human services worker.	Supplemental Materials, Materials, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program	Tier 2	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff

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Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Extended day learning opportunities will be provided so that additional support to students can be offered to who qualify in grades K-3. Support will be provided outside of the school day either before or after school during the second and third trimesters. Support will be based on performance data and reading and math skill development. Highly-qualified teachers will implement a research-based Tier II extended day program focused on phonics, phonemic awareness, fluency, vocabulary, comprehension, and content knowledge. It will build foundational skills required in reading to have success in the classroom independently. Instruction will include focus lessons, guided instruction, guided reading and collaborative learning experiences based on high interest texts.</p> <p>This includes providing extended day learning opportunities to our migrant students in the fall for grades K-5 from Title IC funds.</p>	<p>Direct Instruction, Supplemental Materials, Curriculum Development, Technology, Policy and Process, Other, Parent Involvement, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	Tier 2	Monitor	08/24/2020	06/11/2021	\$4	Other, Section 31a, Title I Part C, General Fund	Administration, Certified Staff
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Professional learning communities will be utilized to develop curriculum, discuss best practice and meet students needs. Time for certified staff to collaborate among building teams will be embedded into weekly schedules. Opportunities for certified staff to collaborate with grade level or department teams across the district will be provided at least quarterly.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
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Activity - Math Fluency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Classroom teachers will provide students with a variety of ways to build math fact fluency (examples include but not limited to: Xtra Math, Rocket Math, KHAN Academy, Compass Learning, Math Mountains, etc.). Teachers will implement essential math practices such as number talks and choral counting into weekly instruction. Students will be pushed to develop conceptual thinking (mental math) and number sense fluency.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Community Engagement, Teacher Collaboration, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>

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Activity - Real World Applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers will provide students with opportunities to apply their knowledge to the real world problems.	Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff

(shared) Strategy 3:

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: Mathematics

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Tier: Tier 1

Activity - Collaborative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>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.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
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(shared) Strategy 4:

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: Mathematics

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

SY 2020-2021

School Improvement Plan

Alpine 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 - Performance Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trained instructional staff will implement at least one performance assessment in their classroom during the school year to provide students with an opportunity to own their learning.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program	Tier 1	Implement	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff

Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>Our learning management system, Canvas, will be further implemented so that it can be utilized as an instructional tool/resource to support academic, social and behavioral growth. Canvas will support our efforts to personalize learning.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
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Measurable Objective 3:

80% 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 by reaching their spring MAP target in Mathematics by 06/04/2021 as measured by MAP cohort data.

(shared) Strategy 1:

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: Mathematics

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

School Improvement Plan

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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).</p> <p>A family council will continue to be assembled to provide parent representatives to contribute to school improvement planning and other school related decisions.</p>	Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Parent Involvement Learning Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>Parents will have the opportunity to engage in their child's learning by attending at least one parent night that will be geared toward developing student reading and/or math skills. Parents will be able to participate in a variety of activities to learn specific strategies to help their child at home and make learning fun.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$5</p>	<p>Title I Part A, Section 31a, Title I Part C, General Fund, Title III</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>Frequent communication from school will occur through the district/school website, classroom websites, school-wide email blasts, classroom emails to parents, phone calls and notes home. In addition, a variety of activities will be held before, during and after school to involve parents in their child's school experience (ex.- open house, field day, winter concert, talent show, young author's day, etc.).</p> <p>Our homeless liaison will connect with families who qualify as McKinney Vento/Family In Transition to ensure that appropriate school documents are obtained, transportation needs are met and means of communication throughout the year are established. In addition, our homeless liaison will reach out to families of our qualifying McKinney Vento/Family In transition students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
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Activity - School and Classroom Culture	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>Staff will utilize components of Capturing Kids Hearts and the EXCEL (Engage, Explore, Communicate, Empower, Launch) to develop a positive school and classroom culture. Consistent procedures and expectations will be consistent across the building.</p> <p>Students will understand the components of our shared vision, "Be the BEST (Be a leader, show Excellence, be Safe and be Trustworthy) You", and apply them into the classroom for success. Students will have opportunities to provide input and feedback into classroom procedures and expectations. Students will take responsibility for monitoring their behavior.</p> <p>Our Behavior Improvement Team will meet regularly to monitor implementation efforts.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis to support the social emotional learning needs of students. Teachers will utilize an instructional resource (True Success) to have conversations with students about behavioral expectations and how they can positively influence others. A consistent vocabulary and language will be used throughout the building by all staff. Professional development and implementation monitoring will occur.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program</p>	<p>Tier 1</p>		<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Curriculum Director, Building Administration, Certified Staff, Paraprofessionals</p>
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(shared) Strategy 2:

Guaranteed and Viable Curriculum (GVC) - 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: Mathematics

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 (MTSS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically, socially and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need (whether the need is academic, behavioral or social), (2) monitoring progress frequently to make decisions about changes in instruction, goals or individual learning/behavior plans (3) using data are to allocate resources to improve student learning and school readiness, (4) supporting staff implementation of effective instructional and behavioral support practices.</p> <p>Students will be grouped by ability for individualized instruction. Groups will be flexible to allow for movement in and out of various ability groups. Social skill groups, social work service and counseling will be leveraged to support student growth. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education staff, SEL (social emotional learning) staff and KSSN staff will be utilized to provide support as needed. MTSS meetings will be held throughout the year to monitor student progress and provide support to all service providers as well as the general education teacher. NWEA MAP data, Fountas and Pinnell, state assessment and district assessment data as well as behavioral referral data will be used to guide instruction and interventions.</p>	<p>Direct Instruction, Walkthrough, Curriculum Development, Technology, Other, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>General education classroom teachers in grades K-5 will spend a minimum of 75 minutes each day in the content area of mathematics with all students. Time will be devoted to developing schedules that allow for large blocks of math instruction to occur.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Classroom Teachers, Special Education Staff, Interventionists, EL Staff, Paraprofessionals, Specialists, Building Principal.</p>
Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>Teachers will build vocabulary through direct instruction of specific terms deemed necessary for concept comprehension. This includes pre-teaching and reviewing key words, posting vocabulary on word walls, emphasizing vocabulary on teacher lesson plans/learning targets and utilizing components/best practices from the S.I.O.P. (Sheltered Instruction Observation Protocol) Model for Instruction (ex. - insert method). Professional development will focus on the intentional instruction of vocabulary.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Classroom Teachers, Specialists, Interventionists, Special Education Staff, EL Staff, Available Paraprofessionals, Building Principal.</p>
Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>Instructional coaching will be provided to instructional staff. Coaching will focus on improving our workshop models/small group instruction in ELA and Math as well as implementing the early literacy and early math practices across all grades. Instructional coaches will be collaborating with staff and providing modeling. In addition, the instructional coach will support building teacher efficacy in utilizing our instructional framework (Gradual Release of Responsibility) and analyzing data using specific protocols. This will be done through coaching cycles, classroom learning labs and leveraging staff meeting, PLC meeting and other district time set aside for professional development.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
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Activity - Summer Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

Qualifying students will be provided with additional intervention over the summer to build math skills and prevent summer regression.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Other, Parent Involvement, Teacher Collaboration, Behavioral Support Program, Academic Support Program	Tier 2	Monitor	08/24/2020	06/11/2021	\$1	Section 31a	Administration, Certified Staff
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Activity - Kent School Service Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kent School Service Network partnership will be continued to provide additional behavioral and social/emotional support to our students. This partnership will improve truant student attendance, impact positively student behavior and learning as well as increase parent involvement by building partnerships with organizations in our community. Alpine Elementary will be supported by a school coordinator, mental health care clinician and a department of health and human services worker.	Supplemental Materials, Materials, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program	Tier 2	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff

School Improvement Plan

Alpine Elementary School

Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Extended day learning opportunities will be provided so that additional support to students can be offered to who qualify in grades K-3. Support will be provided outside of the school day either before or after school during the second and third trimesters. Support will be based on performance data and reading and math skill development. Highly-qualified teachers will implement a research-based Tier II extended day program focused on phonics, phonemic awareness, fluency, vocabulary, comprehension, and content knowledge. It will build foundational skills required in reading to have success in the classroom independently. Instruction will include focus lessons, guided instruction, guided reading and collaborative learning experiences based on high interest texts.</p> <p>This includes providing extended day learning opportunities to our migrant students in the fall for grades K-5 from Title IC funds.</p>	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Other, Parent Involvement, Teacher Collaboration, Behavioral Support Program, Academic Support Program	Tier 2	Monitor	08/24/2020	06/11/2021	\$4	General Fund, Other, Section 31a, Title I Part C	Administration, Certified Staff
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

Professional learning communities will be utilized to develop curriculum, discuss best practice and meet students needs. Time for certified staff to collaborate among building teams will be embedded into weekly schedules. Opportunities for certified staff to collaborate with grade level or department teams across the district will be provided at least quarterly.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff
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Activity - Math Fluency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will provide students with a variety of ways to build math fact fluency (examples include but not limited to: Xtra Math, Rocket Math, KHAN Academy, Compass Learning, Math Mountains, etc.). Teachers will implement essential math practices such as number talks and choral counting into weekly instruction. Students will be pushed to develop conceptual thinking (mental math) and number sense fluency.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Community Engagement, Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff

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Activity - Real World Applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers will provide students with opportunities to apply their knowledge to the real world problems.	Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff

(shared) Strategy 3:

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: Mathematics

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
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School Improvement Plan

Alpine Elementary School

<p>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.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
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(shared) Strategy 4:

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: Mathematics

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Tier: Tier 1

Activity - Performance Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trained instructional staff will implement at least one performance assessment in their classroom during the school year to provide students with an opportunity to own their learning.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program	Tier 1	Implement	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff

Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Alpine Elementary School

Our learning management system, Canvas, will be further implemented so that it can be utilized as an instructional tool/resource to support academic, social and behavioral growth. Canvas will support our efforts to personalize learning.	Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning	Tier 1	Implement	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff
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Measurable Objective 4:

50% of Fifth grade students will demonstrate a proficiency in skills in Mathematics by 06/04/2021 as measured by M-STEP data. .

(shared) Strategy 1:

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: Mathematics

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
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School Improvement Plan

Alpine Elementary School

<p>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).</p> <p>A family council will continue to be assembled to provide parent representatives to contribute to school improvement planning and other school related decisions.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Parent Involvement Learning Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>Parents will have the opportunity to engage in their child's learning by attending at least one parent night that will be geared toward developing student reading and/or math skills. Parents will be able to participate in a variety of activities to learn specific strategies to help their child at home and make learning fun.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$5</p>	<p>Section 31a, Title I Part C, Title III, General Fund, Title I Part A</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>Frequent communication from school will occur through the district/school website, classroom websites, school-wide email blasts, classroom emails to parents, phone calls and notes home. In addition, a variety of activities will be held before, during and after school to involve parents in their child's school experience (ex.- open house, field day, winter concert, talent show, young author's day, etc.).</p> <p>Our homeless liaison will connect with families who qualify as McKinney Vento/Family In Transition to ensure that appropriate school documents are obtained, transportation needs are met and means of communication throughout the year are established. In addition, our homeless liaison will reach out to families of our qualifying McKinney Vento/Family In transition students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
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Activity - School and Classroom Culture	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>Staff will utilize components of Capturing Kids Hearts and the EXCEL (Engage, Explore, Communicate, Empower, Launch) to develop a positive school and classroom culture. Consistent procedures and expectations will be consistent across the building.</p> <p>Students will understand the components of our shared vision, "Be the BEST (Be a leader, show Excellence, be Safe and be Trustworthy) You", and apply them into the classroom for success. Students will have opportunities to provide input and feedback into classroom procedures and expectations. Students will take responsibility for monitoring their behavior.</p> <p>Our Behavior Improvement Team will meet regularly to monitor implementation efforts.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis to support the social emotional learning needs of students. Teachers will utilize an instructional resource (True Success) to have conversations with students about behavioral expectations and how they can positively influence others. A consistent vocabulary and language will be used throughout the building by all staff. Professional development and implementation monitoring will occur.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program</p>	<p>Tier 1</p>		<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Curriculum Director, Building Administration, Certified Staff, Paraprofessionals</p>
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(shared) Strategy 2:

Guaranteed and Viable Curriculum (GVC) - 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: Mathematics

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 (MTSS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically, socially and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need (whether the need is academic, behavioral or social), (2) monitoring progress frequently to make decisions about changes in instruction, goals or individual learning/behavior plans (3) using data are to allocate resources to improve student learning and school readiness, (4) supporting staff implementation of effective instructional and behavioral support practices.</p> <p>Students will be grouped by ability for individualized instruction. Groups will be flexible to allow for movement in and out of various ability groups. Social skill groups, social work service and counseling will be leveraged to support student growth. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education staff, SEL (social emotional learning) staff and KSSN staff will be utilized to provide support as needed. MTSS meetings will be held throughout the year to monitor student progress and provide support to all service providers as well as the general education teacher. NWEA MAP data, Fountas and Pinnell, state assessment and district assessment data as well as behavioral referral data will be used to guide instruction and interventions.</p>	<p>Direct Instruction, Walkthrough, Curriculum Development, Technology, Other, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>General education classroom teachers in grades K-5 will spend a minimum of 75 minutes each day in the content area of mathematics with all students. Time will be devoted to developing schedules that allow for large blocks of math instruction to occur.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Classroom Teachers, Special Education Staff, Interventionists, EL Staff, Paraprofessionals, Specialists, Building Principal.</p>
Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>Teachers will build vocabulary through direct instruction of specific terms deemed necessary for concept comprehension. This includes pre-teaching and reviewing key words, posting vocabulary on word walls, emphasizing vocabulary on teacher lesson plans/learning targets and utilizing components/best practices from the S.I.O.P. (Sheltered Instruction Observation Protocol) Model for Instruction (ex. - insert method). Professional development will focus on the intentional instruction of vocabulary.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Classroom Teachers, Specialists, Interventionists, Special Education Staff, EL Staff, Available Paraprofessionals, Building Principal.</p>
Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>Instructional coaching will be provided to instructional staff. Coaching will focus on improving our workshop models/small group instruction in ELA and Math as well as implementing the early literacy and early math practices across all grades. Instructional coaches will be collaborating with staff and providing modeling. In addition, the instructional coach will support building teacher efficacy in utilizing our instructional framework (Gradual Release of Responsibility) and analyzing data using specific protocols. This will be done through coaching cycles, classroom learning labs and leveraging staff meeting, PLC meeting and other district time set aside for professional development.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
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Activity - Summer Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>Qualifying students will be provided with additional intervention over the summer to build math skills and prevent summer regression.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Other, Parent Involvement, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>Section 31a</p>	<p>Administration, Certified Staff</p>
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Activity - Kent School Service Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Kent School Service Network partnership will be continued to provide additional behavioral and social/emotional support to our students. This partnership will improve truant student attendance, impact positively student behavior and learning as well as increase parent involvement by building partnerships with organizations in our community. Alpine Elementary will be supported by a school coordinator, mental health care clinician and a department of health and human services worker.</p>	<p>Supplemental Materials, Materials, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>

School Improvement Plan

Alpine Elementary School

Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Extended day learning opportunities will be provided so that additional support to students can be offered to who qualify in grades K-3. Support will be provided outside of the school day either before or after school during the second and third trimesters. Support will be based on performance data and reading and math skill development. Highly-qualified teachers will implement a research-based Tier II extended day program focused on phonics, phonemic awareness, fluency, vocabulary, comprehension, and content knowledge. It will build foundational skills required in reading to have success in the classroom independently. Instruction will include focus lessons, guided instruction, guided reading and collaborative learning experiences based on high interest texts.</p> <p>This includes providing extended day learning opportunities to our migrant students in the fall for grades K-5 from Title IC funds.</p>	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Other, Parent Involvement, Teacher Collaboration, Behavioral Support Program, Academic Support Program	Tier 2	Monitor	08/24/2020	06/11/2021	\$4	Title I Part C, General Fund, Other, Section 31a	Administration, Certified Staff
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>Professional learning communities will be utilized to develop curriculum, discuss best practice and meet students needs. Time for certified staff to collaborate among building teams will be embedded into weekly schedules. Opportunities for certified staff to collaborate with grade level or department teams across the district will be provided at least quarterly.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
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Activity - Math Fluency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Classroom teachers will provide students with a variety of ways to build math fact fluency (examples include but not limited to: Xtra Math, Rocket Math, KHAN Academy, Compass Learning, Math Mountains, etc.). Teachers will implement essential math practices such as number talks and choral counting into weekly instruction. Students will be pushed to develop conceptual thinking (mental math) and number sense fluency.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Community Engagement, Teacher Collaboration, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>

School Improvement Plan

Alpine Elementary School

Activity - Real World Applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers will provide students with opportunities to apply their knowledge to the real world problems.	Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff

(shared) Strategy 3:

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: Mathematics

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
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School Improvement Plan

Alpine Elementary School

<p>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.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
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(shared) Strategy 4:

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: Mathematics

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

SY 2020-2021

School Improvement Plan

Alpine 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 - Performance Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trained instructional staff will implement at least one performance assessment in their classroom during the school year to provide students with an opportunity to own their learning.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program	Tier 1	Implement	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff

Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

Our learning management system, Canvas, will be further implemented so that it can be utilized as an instructional tool/resource to support academic, social and behavioral growth. Canvas will support our efforts to personalize learning.	Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning	Tier 1	Implement	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff
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Measurable Objective 5:

50% of Third grade Female students will demonstrate a proficiency in skills in Mathematics by 06/07/2019 as measured by M-STEP data.

(shared) Strategy 1:

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: Mathematics

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
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School Improvement Plan

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<p>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).</p> <p>A family council will continue to be assembled to provide parent representatives to contribute to school improvement planning and other school related decisions.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Parent Involvement Learning Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>Parents will have the opportunity to engage in their child's learning by attending at least one parent night that will be geared toward developing student reading and/or math skills. Parents will be able to participate in a variety of activities to learn specific strategies to help their child at home and make learning fun.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$5</p>	<p>Title I Part C, Title I Part A, Title III, General Fund, Section 31a</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>Frequent communication from school will occur through the district/school website, classroom websites, school-wide email blasts, classroom emails to parents, phone calls and notes home. In addition, a variety of activities will be held before, during and after school to involve parents in their child's school experience (ex.- open house, field day, winter concert, talent show, young author's day, etc.).</p> <p>Our homeless liaison will connect with families who qualify as McKinney Vento/Family In Transition to ensure that appropriate school documents are obtained, transportation needs are met and means of communication throughout the year are established. In addition, our homeless liaison will reach out to families of our qualifying McKinney Vento/Family In transition students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
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Activity - School and Classroom Culture	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>Staff will utilize components of Capturing Kids Hearts and the EXCEL (Engage, Explore, Communicate, Empower, Launch) to develop a positive school and classroom culture. Consistent procedures and expectations will be consistent across the building.</p> <p>Students will understand the components of our shared vision, "Be the BEST (Be a leader, show Excellence, be Safe and be Trustworthy) You", and apply them into the classroom for success. Students will have opportunities to provide input and feedback into classroom procedures and expectations. Students will take responsibility for monitoring their behavior.</p> <p>Our Behavior Improvement Team will meet regularly to monitor implementation efforts.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis to support the social emotional learning needs of students. Teachers will utilize an instructional resource (True Success) to have conversations with students about behavioral expectations and how they can positively influence others. A consistent vocabulary and language will be used throughout the building by all staff. Professional development and implementation monitoring will occur.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program</p>	<p>Tier 1</p>		<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Curriculum Director, Building Administration, Certified Staff, Paraprofessionals</p>
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(shared) Strategy 2:

Guaranteed and Viable Curriculum (GVC) - 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: Mathematics

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 (MTSS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically, socially and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need (whether the need is academic, behavioral or social), (2) monitoring progress frequently to make decisions about changes in instruction, goals or individual learning/behavior plans (3) using data are to allocate resources to improve student learning and school readiness, (4) supporting staff implementation of effective instructional and behavioral support practices.</p> <p>Students will be grouped by ability for individualized instruction. Groups will be flexible to allow for movement in and out of various ability groups. Social skill groups, social work service and counseling will be leveraged to support student growth. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education staff, SEL (social emotional learning) staff and KSSN staff will be utilized to provide support as needed. MTSS meetings will be held throughout the year to monitor student progress and provide support to all service providers as well as the general education teacher. NWEA MAP data, Fountas and Pinnell, state assessment and district assessment data as well as behavioral referral data will be used to guide instruction and interventions.</p>	<p>Direct Instruction, Walkthrough, Curriculum Development, Technology, Other, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>General education classroom teachers in grades K-5 will spend a minimum of 75 minutes each day in the content area of mathematics with all students. Time will be devoted to developing schedules that allow for large blocks of math instruction to occur.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Classroom Teachers, Special Education Staff, Interventionists, EL Staff, Paraprofessionals, Specialists, Building Principal.</p>
Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Alpine Elementary School

<p>Teachers will build vocabulary through direct instruction of specific terms deemed necessary for concept comprehension. This includes pre-teaching and reviewing key words, posting vocabulary on word walls, emphasizing vocabulary on teacher lesson plans/learning targets and utilizing components/best practices from the S.I.O.P. (Sheltered Instruction Observation Protocol) Model for Instruction (ex. - insert method). Professional development will focus on the intentional instruction of vocabulary.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Classroom Teachers, Specialists, Interventionists, Special Education Staff, EL Staff, Available Paraprofessionals, Building Principal.</p>
Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>Instructional coaching will be provided to instructional staff. Coaching will focus on improving our workshop models/small group instruction in ELA and Math as well as implementing the early literacy and early math practices across all grades. Instructional coaches will be collaborating with staff and providing modeling. In addition, the instructional coach will support building teacher efficacy in utilizing our instructional framework (Gradual Release of Responsibility) and analyzing data using specific protocols. This will be done through coaching cycles, classroom learning labs and leveraging staff meeting, PLC meeting and other district time set aside for professional development.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
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Activity - Summer Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>Qualifying students will be provided with additional intervention over the summer to build math skills and prevent summer regression.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Other, Parent Involvement, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>Section 31a</p>	<p>Administration, Certified Staff</p>
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Activity - Kent School Service Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Kent School Service Network partnership will be continued to provide additional behavioral and social/emotional support to our students. This partnership will improve truant student attendance, impact positively student behavior and learning as well as increase parent involvement by building partnerships with organizations in our community. Alpine Elementary will be supported by a school coordinator, mental health care clinician and a department of health and human services worker.</p>	<p>Supplemental Materials, Materials, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>

School Improvement Plan

Alpine Elementary School

Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Extended day learning opportunities will be provided so that additional support to students can be offered to who qualify in grades K-3. Support will be provided outside of the school day either before or after school during the second and third trimesters. Support will be based on performance data and reading and math skill development. Highly-qualified teachers will implement a research-based Tier II extended day program focused on phonics, phonemic awareness, fluency, vocabulary, comprehension, and content knowledge. It will build foundational skills required in reading to have success in the classroom independently. Instruction will include focus lessons, guided instruction, guided reading and collaborative learning experiences based on high interest texts.</p> <p>This includes providing extended day learning opportunities to our migrant students in the fall for grades K-5 from Title IC funds.</p>	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Other, Parent Involvement, Teacher Collaboration, Behavioral Support Program, Academic Support Program	Tier 2	Monitor	08/24/2020	06/11/2021	\$4	Section 31a, General Fund, Title I Part C, Other	Administration, Certified Staff
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

Professional learning communities will be utilized to develop curriculum, discuss best practice and meet students needs. Time for certified staff to collaborate among building teams will be embedded into weekly schedules. Opportunities for certified staff to collaborate with grade level or department teams across the district will be provided at least quarterly.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff
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Activity - Math Fluency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will provide students with a variety of ways to build math fact fluency (examples include but not limited to: Xtra Math, Rocket Math, KHAN Academy, Compass Learning, Math Mountains, etc.). Teachers will implement essential math practices such as number talks and choral counting into weekly instruction. Students will be pushed to develop conceptual thinking (mental math) and number sense fluency.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Community Engagement, Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff

School Improvement Plan

Alpine Elementary School

Activity - Real World Applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers will provide students with opportunities to apply their knowledge to the real world problems.	Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff

(shared) Strategy 3:

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: Mathematics

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
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School Improvement Plan

Alpine Elementary School

<p>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.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
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(shared) Strategy 4:

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: Mathematics

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

SY 2020-2021

School Improvement Plan

Alpine 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 - Performance Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trained instructional staff will implement at least one performance assessment in their classroom during the school year to provide students with an opportunity to own their learning.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program	Tier 1	Implement	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff

Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

Our learning management system, Canvas, will be further implemented so that it can be utilized as an instructional tool/resource to support academic, social and behavioral growth. Canvas will support our efforts to personalize learning.	Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning	Tier 1	Implement	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff
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Measurable Objective 6:

50% of Third grade Students with Disabilities students will demonstrate a proficiency in skills in Mathematics by 06/04/2021 as measured by M-STEP data.

(shared) Strategy 1:

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: Mathematics

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
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School Improvement Plan

Alpine Elementary School

<p>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).</p> <p>A family council will continue to be assembled to provide parent representatives to contribute to school improvement planning and other school related decisions.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Parent Involvement Learning Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>Parents will have the opportunity to engage in their child's learning by attending at least one parent night that will be geared toward developing student reading and/or math skills. Parents will be able to participate in a variety of activities to learn specific strategies to help their child at home and make learning fun.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$5</p>	<p>General Fund, Section 31a, Title I Part A, Title I Part C, Title III</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>Frequent communication from school will occur through the district/school website, classroom websites, school-wide email blasts, classroom emails to parents, phone calls and notes home. In addition, a variety of activities will be held before, during and after school to involve parents in their child's school experience (ex.- open house, field day, winter concert, talent show, young author's day, etc.).</p> <p>Our homeless liaison will connect with families who qualify as McKinney Vento/Family In Transition to ensure that appropriate school documents are obtained, transportation needs are met and means of communication throughout the year are established. In addition, our homeless liaison will reach out to families of our qualifying McKinney Vento/Family In transition students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
Activity - School and Classroom Culture	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>Staff will utilize components of Capturing Kids Hearts and the EXCEL (Engage, Explore, Communicate, Empower, Launch) to develop a positive school and classroom culture. Consistent procedures and expectations will be consistent across the building.</p> <p>Students will understand the components of our shared vision, "Be the BEST (Be a leader, show Excellence, be Safe and be Trustworthy) You", and apply them into the classroom for success. Students will have opportunities to provide input and feedback into classroom procedures and expectations. Students will take responsibility for monitoring their behavior.</p> <p>Our Behavior Improvement Team will meet regularly to monitor implementation efforts.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis to support the social emotional learning needs of students. Teachers will utilize an instructional resource (True Success) to have conversations with students about behavioral expectations and how they can positively influence others. A consistent vocabulary and language will be used throughout the building by all staff. Professional development and implementation monitoring will occur.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program</p>	<p>Tier 1</p>		<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Curriculum Director, Building Administration, Certified Staff, Paraprofessionals</p>
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(shared) Strategy 2:

Guaranteed and Viable Curriculum (GVC) - 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: Mathematics

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 (MTSS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically, socially and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need (whether the need is academic, behavioral or social), (2) monitoring progress frequently to make decisions about changes in instruction, goals or individual learning/behavior plans (3) using data are to allocate resources to improve student learning and school readiness, (4) supporting staff implementation of effective instructional and behavioral support practices.</p> <p>Students will be grouped by ability for individualized instruction. Groups will be flexible to allow for movement in and out of various ability groups. Social skill groups, social work service and counseling will be leveraged to support student growth. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education staff, SEL (social emotional learning) staff and KSSN staff will be utilized to provide support as needed. MTSS meetings will be held throughout the year to monitor student progress and provide support to all service providers as well as the general education teacher. NWEA MAP data, Fountas and Pinnell, state assessment and district assessment data as well as behavioral referral data will be used to guide instruction and interventions.</p>	<p>Direct Instruction, Walkthrough, Curriculum Development, Technology, Other, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>General education classroom teachers in grades K-5 will spend a minimum of 75 minutes each day in the content area of mathematics with all students. Time will be devoted to developing schedules that allow for large blocks of math instruction to occur.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Classroom Teachers, Special Education Staff, Interventionists, EL Staff, Paraprofessionals, Specialists, Building Principal.</p>
Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>Teachers will build vocabulary through direct instruction of specific terms deemed necessary for concept comprehension. This includes pre-teaching and reviewing key words, posting vocabulary on word walls, emphasizing vocabulary on teacher lesson plans/learning targets and utilizing components/best practices from the S.I.O.P. (Sheltered Instruction Observation Protocol) Model for Instruction (ex. - insert method). Professional development will focus on the intentional instruction of vocabulary.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Classroom Teachers, Specialists, Interventionists, Special Education Staff, EL Staff, Available Paraprofessionals, Building Principal.</p>
Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Alpine Elementary School

<p>Instructional coaching will be provided to instructional staff. Coaching will focus on improving our workshop models/small group instruction in ELA and Math as well as implementing the early literacy and early math practices across all grades. Instructional coaches will be collaborating with staff and providing modeling. In addition, the instructional coach will support building teacher efficacy in utilizing our instructional framework (Gradual Release of Responsibility) and analyzing data using specific protocols. This will be done through coaching cycles, classroom learning labs and leveraging staff meeting, PLC meeting and other district time set aside for professional development.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
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Activity - Summer Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Alpine Elementary School

<p>Qualifying students will be provided with additional intervention over the summer to build math skills and prevent summer regression.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Other, Parent Involvement, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>Section 31a</p>	<p>Administration, Certified Staff</p>
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Activity - Kent School Service Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Kent School Service Network partnership will be continued to provide additional behavioral and social/emotional support to our students. This partnership will improve truant student attendance, impact positively student behavior and learning as well as increase parent involvement by building partnerships with organizations in our community. Alpine Elementary will be supported by a school coordinator, mental health care clinician and a department of health and human services worker.</p>	<p>Supplemental Materials, Materials, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>

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Alpine Elementary School

Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Extended day learning opportunities will be provided so that additional support to students can be offered to who qualify in grades K-3. Support will be provided outside of the school day either before or after school during the second and third trimesters. Support will be based on performance data and reading and math skill development. Highly-qualified teachers will implement a research-based Tier II extended day program focused on phonics, phonemic awareness, fluency, vocabulary, comprehension, and content knowledge. It will build foundational skills required in reading to have success in the classroom independently. Instruction will include focus lessons, guided instruction, guided reading and collaborative learning experiences based on high interest texts.</p> <p>This includes providing extended day learning opportunities to our migrant students in the fall for grades K-5 from Title IC funds.</p>	Direct Instruction, Supplemental Materials, Curriculum Development, Technology, Policy and Process, Other, Parent Involvement, Teacher Collaboration, Behavioral Support Program, Academic Support Program	Tier 2	Monitor	08/24/2020	06/11/2021	\$4	Title I Part C, Section 31a, General Fund, Other	Administration, Certified Staff
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>Professional learning communities will be utilized to develop curriculum, discuss best practice and meet students needs. Time for certified staff to collaborate among building teams will be embedded into weekly schedules. Opportunities for certified staff to collaborate with grade level or department teams across the district will be provided at least quarterly.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
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Activity - Math Fluency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Classroom teachers will provide students with a variety of ways to build math fact fluency (examples include but not limited to: Xtra Math, Rocket Math, KHAN Academy, Compass Learning, Math Mountains, etc.). Teachers will implement essential math practices such as number talks and choral counting into weekly instruction. Students will be pushed to develop conceptual thinking (mental math) and number sense fluency.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Community Engagement, Teacher Collaboration, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>

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Activity - Real World Applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers will provide students with opportunities to apply their knowledge to the real world problems.	Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff

(shared) Strategy 3:

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: Mathematics

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
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Alpine Elementary School

<p>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.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
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(shared) Strategy 4:

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: Mathematics

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

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Alpine 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 - Performance Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trained instructional staff will implement at least one performance assessment in their classroom during the school year to provide students with an opportunity to own their learning.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program	Tier 1	Implement	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff

Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

Our learning management system, Canvas, will be further implemented so that it can be utilized as an instructional tool/resource to support academic, social and behavioral growth. Canvas will support our efforts to personalize learning.	Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning	Tier 1	Implement	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff
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Measurable Objective 7:

50% of Fourth grade Economically Disadvantaged students will demonstrate a proficiency in skills in Mathematics by 06/04/2021 as measured by M-STEP data.

(shared) Strategy 1:

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: Mathematics

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
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School Improvement Plan

Alpine Elementary School

<p>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).</p> <p>A family council will continue to be assembled to provide parent representatives to contribute to school improvement planning and other school related decisions.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Parent Involvement Learning Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>Parents will have the opportunity to engage in their child's learning by attending at least one parent night that will be geared toward developing student reading and/or math skills. Parents will be able to participate in a variety of activities to learn specific strategies to help their child at home and make learning fun.</p>	<p>Direct Instruction, Supplemental Materials, Curriculum Development, Technology, Other, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$5</p>	<p>General Fund, Title I Part A, Title I Part C, Title III, Section 31a</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Alpine Elementary School

<p>Frequent communication from school will occur through the district/school website, classroom websites, school-wide email blasts, classroom emails to parents, phone calls and notes home. In addition, a variety of activities will be held before, during and after school to involve parents in their child's school experience (ex.- open house, field day, winter concert, talent show, young author's day, etc.).</p> <p>Our homeless liaison will connect with families who qualify as McKinney Vento/Family In Transition to ensure that appropriate school documents are obtained, transportation needs are met and means of communication throughout the year are established. In addition, our homeless liaison will reach out to families of our qualifying McKinney Vento/Family In transition students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
Activity - School and Classroom Culture	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>Staff will utilize components of Capturing Kids Hearts and the EXCEL (Engage, Explore, Communicate, Empower, Launch) to develop a positive school and classroom culture. Consistent procedures and expectations will be consistent across the building.</p> <p>Students will understand the components of our shared vision, "Be the BEST (Be a leader, show Excellence, be Safe and be Trustworthy) You", and apply them into the classroom for success. Students will have opportunities to provide input and feedback into classroom procedures and expectations. Students will take responsibility for monitoring their behavior.</p> <p>Our Behavior Improvement Team will meet regularly to monitor implementation efforts.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis to support the social emotional learning needs of students. Teachers will utilize an instructional resource (True Success) to have conversations with students about behavioral expectations and how they can positively influence others. A consistent vocabulary and language will be used throughout the building by all staff. Professional development and implementation monitoring will occur.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program</p>	<p>Tier 1</p>		<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Curriculum Director, Building Administration, Certified Staff, Paraprofessionals</p>
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(shared) Strategy 2:

Guaranteed and Viable Curriculum (GVC) - 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: Mathematics

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 (MTSS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically, socially and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need (whether the need is academic, behavioral or social), (2) monitoring progress frequently to make decisions about changes in instruction, goals or individual learning/behavior plans (3) using data are to allocate resources to improve student learning and school readiness, (4) supporting staff implementation of effective instructional and behavioral support practices.</p> <p>Students will be grouped by ability for individualized instruction. Groups will be flexible to allow for movement in and out of various ability groups. Social skill groups, social work service and counseling will be leveraged to support student growth. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education staff, SEL (social emotional learning) staff and KSSN staff will be utilized to provide support as needed. MTSS meetings will be held throughout the year to monitor student progress and provide support to all service providers as well as the general education teacher. NWEA MAP data, Fountas and Pinnell, state assessment and district assessment data as well as behavioral referral data will be used to guide instruction and interventions.</p>	<p>Direct Instruction, Walkthrough, Curriculum Development, Technology, Other, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Alpine Elementary School

<p>General education classroom teachers in grades K-5 will spend a minimum of 75 minutes each day in the content area of mathematics with all students. Time will be devoted to developing schedules that allow for large blocks of math instruction to occur.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Classroom Teachers, Special Education Staff, Interventionists, EL Staff, Paraprofessionals, Specialists, Building Principal.</p>
Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>Teachers will build vocabulary through direct instruction of specific terms deemed necessary for concept comprehension. This includes pre-teaching and reviewing key words, posting vocabulary on word walls, emphasizing vocabulary on teacher lesson plans/learning targets and utilizing components/best practices from the S.I.O.P. (Sheltered Instruction Observation Protocol) Model for Instruction (ex. - insert method). Professional development will focus on the intentional instruction of vocabulary.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Classroom Teachers, Specialists, Interventionists, Special Education Staff, EL Staff, Available Paraprofessionals, Building Principal.</p>
Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>Instructional coaching will be provided to instructional staff. Coaching will focus on improving our workshop models/small group instruction in ELA and Math as well as implementing the early literacy and early math practices across all grades. Instructional coaches will be collaborating with staff and providing modeling. In addition, the instructional coach will support building teacher efficacy in utilizing our instructional framework (Gradual Release of Responsibility) and analyzing data using specific protocols. This will be done through coaching cycles, classroom learning labs and leveraging staff meeting, PLC meeting and other district time set aside for professional development.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
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Activity - Summer Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Qualifying students will be provided with additional intervention over the summer to build math skills and prevent summer regression.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Other, Parent Involvement, Teacher Collaboration, Behavioral Support Program, Academic Support Program	Tier 2	Monitor	08/24/2020	06/11/2021	\$1	Section 31a	Administration, Certified Staff
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Activity - Kent School Service Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kent School Service Network partnership will be continued to provide additional behavioral and social/emotional support to our students. This partnership will improve truant student attendance, impact positively student behavior and learning as well as increase parent involvement by building partnerships with organizations in our community. Alpine Elementary will be supported by a school coordinator, mental health care clinician and a department of health and human services worker.	Supplemental Materials, Materials, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program	Tier 2	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff

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Alpine Elementary School

Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Extended day learning opportunities will be provided so that additional support to students can be offered to who qualify in grades K-3. Support will be provided outside of the school day either before or after school during the second and third trimesters. Support will be based on performance data and reading and math skill development. Highly-qualified teachers will implement a research-based Tier II extended day program focused on phonics, phonemic awareness, fluency, vocabulary, comprehension, and content knowledge. It will build foundational skills required in reading to have success in the classroom independently. Instruction will include focus lessons, guided instruction, guided reading and collaborative learning experiences based on high interest texts.</p> <p>This includes providing extended day learning opportunities to our migrant students in the fall for grades K-5 from Title IC funds.</p>	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Other, Parent Involvement, Teacher Collaboration, Behavioral Support Program, Academic Support Program	Tier 2	Monitor	08/24/2020	06/11/2021	\$4	General Fund, Section 31a, Other, Title I Part C	Administration, Certified Staff
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Alpine Elementary School

<p>Professional learning communities will be utilized to develop curriculum, discuss best practice and meet students needs. Time for certified staff to collaborate among building teams will be embedded into weekly schedules. Opportunities for certified staff to collaborate with grade level or department teams across the district will be provided at least quarterly.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
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Activity - Math Fluency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Classroom teachers will provide students with a variety of ways to build math fact fluency (examples include but not limited to: Xtra Math, Rocket Math, KHAN Academy, Compass Learning, Math Mountains, etc.). Teachers will implement essential math practices such as number talks and choral counting into weekly instruction. Students will be pushed to develop conceptual thinking (mental math) and number sense fluency.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Community Engagement, Teacher Collaboration, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>

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Activity - Real World Applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers will provide students with opportunities to apply their knowledge to the real world problems.	Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff

(shared) Strategy 3:

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: Mathematics

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
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Alpine Elementary School

<p>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.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
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(shared) Strategy 4:

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: Mathematics

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

SY 2020-2021

School Improvement Plan

Alpine 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 - Performance Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trained instructional staff will implement at least one performance assessment in their classroom during the school year to provide students with an opportunity to own their learning.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program	Tier 1	Implement	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff

Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Our learning management system, Canvas, will be further implemented so that it can be utilized as an instructional tool/resource to support academic, social and behavioral growth. Canvas will support our efforts to personalize learning.	Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning	Tier 1	Implement	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff
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Measurable Objective 8:

25% of Fourth grade Hispanic or Latino students will demonstrate a proficiency in skills in Mathematics by 06/04/2021 as measured by M-STEP data.

(shared) Strategy 1:

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: Mathematics

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
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<p>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).</p> <p>A family council will continue to be assembled to provide parent representatives to contribute to school improvement planning and other school related decisions.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Parent Involvement Learning Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Parents will have the opportunity to engage in their child's learning by attending at least one parent night that will be geared toward developing student reading and/or math skills. Parents will be able to participate in a variety of activities to learn specific strategies to help their child at home and make learning fun.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$5</p>	<p>Title I Part C, Title I Part A, Title III, Section 31a, General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Frequent communication from school will occur through the district/school website, classroom websites, school-wide email blasts, classroom emails to parents, phone calls and notes home. In addition, a variety of activities will be held before, during and after school to involve parents in their child's school experience (ex.- open house, field day, winter concert, talent show, young author's day, etc.).</p> <p>Our homeless liaison will connect with families who qualify as McKinney Vento/Family In Transition to ensure that appropriate school documents are obtained, transportation needs are met and means of communication throughout the year are established. In addition, our homeless liaison will reach out to families of our qualifying McKinney Vento/Family In transition students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
Activity - School and Classroom Culture	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Staff will utilize components of Capturing Kids Hearts and the EXCEL (Engage, Explore, Communicate, Empower, Launch) to develop a positive school and classroom culture. Consistent procedures and expectations will be consistent across the building.</p> <p>Students will understand the components of our shared vision, "Be the BEST (Be a leader, show Excellence, be Safe and be Trustworthy) You", and apply them into the classroom for success. Students will have opportunities to provide input and feedback into classroom procedures and expectations. Students will take responsibility for monitoring their behavior.</p> <p>Our Behavior Improvement Team will meet regularly to monitor implementation efforts.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis to support the social emotional learning needs of students. Teachers will utilize an instructional resource (True Success) to have conversations with students about behavioral expectations and how they can positively influence others. A consistent vocabulary and language will be used throughout the building by all staff. Professional development and implementation monitoring will occur.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program</p>	<p>Tier 1</p>		<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Curriculum Director, Building Administration, Certified Staff, Paraprofessionals</p>
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(shared) Strategy 2:

Guaranteed and Viable Curriculum (GVC) - 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: Mathematics

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 (MTSS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically, socially and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need (whether the need is academic, behavioral or social), (2) monitoring progress frequently to make decisions about changes in instruction, goals or individual learning/behavior plans (3) using data are to allocate resources to improve student learning and school readiness, (4) supporting staff implementation of effective instructional and behavioral support practices.</p> <p>Students will be grouped by ability for individualized instruction. Groups will be flexible to allow for movement in and out of various ability groups. Social skill groups, social work service and counseling will be leveraged to support student growth. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education staff, SEL (social emotional learning) staff and KSSN staff will be utilized to provide support as needed. MTSS meetings will be held throughout the year to monitor student progress and provide support to all service providers as well as the general education teacher. NWEA MAP data, Fountas and Pinnell, state assessment and district assessment data as well as behavioral referral data will be used to guide instruction and interventions.</p>	<p>Direct Instruction, Walkthrough, Curriculum Development, Technology, Other, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>General education classroom teachers in grades K-5 will spend a minimum of 75 minutes each day in the content area of mathematics with all students. Time will be devoted to developing schedules that allow for large blocks of math instruction to occur.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Classroom Teachers, Special Education Staff, Interventionists, EL Staff, Paraprofessionals, Specialists, Building Principal.</p>
Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Teachers will build vocabulary through direct instruction of specific terms deemed necessary for concept comprehension. This includes pre-teaching and reviewing key words, posting vocabulary on word walls, emphasizing vocabulary on teacher lesson plans/learning targets and utilizing components/best practices from the S.I.O.P. (Sheltered Instruction Observation Protocol) Model for Instruction (ex. - insert method). Professional development will focus on the intentional instruction of vocabulary.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Classroom Teachers, Specialists, Interventionists, Special Education Staff, EL Staff, Available Paraprofessionals, Building Principal.</p>
Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Instructional coaching will be provided to instructional staff. Coaching will focus on improving our workshop models/small group instruction in ELA and Math as well as implementing the early literacy and early math practices across all grades. Instructional coaches will be collaborating with staff and providing modeling. In addition, the instructional coach will support building teacher efficacy in utilizing our instructional framework (Gradual Release of Responsibility) and analyzing data using specific protocols. This will be done through coaching cycles, classroom learning labs and leveraging staff meeting, PLC meeting and other district time set aside for professional development.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
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Activity - Summer Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Qualifying students will be provided with additional intervention over the summer to build math skills and prevent summer regression.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Other, Parent Involvement, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>Section 31a</p>	<p>Administration, Certified Staff</p>
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Activity - Kent School Service Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Kent School Service Network partnership will be continued to provide additional behavioral and social/emotional support to our students. This partnership will improve truant student attendance, impact positively student behavior and learning as well as increase parent involvement by building partnerships with organizations in our community. Alpine Elementary will be supported by a school coordinator, mental health care clinician and a department of health and human services worker.</p>	<p>Supplemental Materials, Materials, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>

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Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Extended day learning opportunities will be provided so that additional support to students can be offered to who qualify in grades K-3. Support will be provided outside of the school day either before or after school during the second and third trimesters. Support will be based on performance data and reading and math skill development. Highly-qualified teachers will implement a research-based Tier II extended day program focused on phonics, phonemic awareness, fluency, vocabulary, comprehension, and content knowledge. It will build foundational skills required in reading to have success in the classroom independently. Instruction will include focus lessons, guided instruction, guided reading and collaborative learning experiences based on high interest texts.</p> <p>This includes providing extended day learning opportunities to our migrant students in the fall for grades K-5 from Title IC funds.</p>	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Other, Parent Involvement, Teacher Collaboration, Behavioral Support Program, Academic Support Program	Tier 2	Monitor	08/24/2020	06/11/2021	\$4	Other, Section 31a, General Fund, Title I Part C	Administration, Certified Staff
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Professional learning communities will be utilized to develop curriculum, discuss best practice and meet students needs. Time for certified staff to collaborate among building teams will be embedded into weekly schedules. Opportunities for certified staff to collaborate with grade level or department teams across the district will be provided at least quarterly.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
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Activity - Math Fluency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Classroom teachers will provide students with a variety of ways to build math fact fluency (examples include but not limited to: Xtra Math, Rocket Math, KHAN Academy, Compass Learning, Math Mountains, etc.). Teachers will implement essential math practices such as number talks and choral counting into weekly instruction. Students will be pushed to develop conceptual thinking (mental math) and number sense fluency.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Community Engagement, Teacher Collaboration, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>

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Activity - Real World Applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers will provide students with opportunities to apply their knowledge to the real world problems.	Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff

(shared) Strategy 3:

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: Mathematics

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
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<p>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.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
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(shared) Strategy 4:

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: Mathematics

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

SY 2020-2021

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Tier: Tier 1

Activity - Performance Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trained instructional staff will implement at least one performance assessment in their classroom during the school year to provide students with an opportunity to own their learning.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program	Tier 1	Implement	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff

Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Measurable Objective 9:

50% of Fourth grade Female students will demonstrate a proficiency in skills in Mathematics by 06/04/2021 as measured by M-STEP cohort data.

(shared) Strategy 1:

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: Mathematics

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Tier: Tier 1

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Activity - Parent Involvement Learning Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Frequent communication from school will occur through the district/school website, classroom websites, school-wide email blasts, classroom emails to parents, phone calls and notes home. In addition, a variety of activities will be held before, during and after school to involve parents in their child's school experience (ex.- open house, field day, winter concert, talent show, young author's day, etc.).</p> <p>Our homeless liaison will connect with families who qualify as McKinney Vento/Family In Transition to ensure that appropriate school documents are obtained, transportation needs are met and means of communication throughout the year are established. In addition, our homeless liaison will reach out to families of our qualifying McKinney Vento/Family In transition students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
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Activity - School and Classroom Culture	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>Staff will utilize components of Capturing Kids Hearts and the EXCEL (Engage, Explore, Communicate, Empower, Launch) to develop a positive school and classroom culture. Consistent procedures and expectations will be consistent across the building.</p> <p>Students will understand the components of our shared vision, "Be the BEST (Be a leader, show Excellence, be Safe and be Trustworthy) You", and apply them into the classroom for success. Students will have opportunities to provide input and feedback into classroom procedures and expectations. Students will take responsibility for monitoring their behavior.</p> <p>Our Behavior Improvement Team will meet regularly to monitor implementation efforts.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis to support the social emotional learning needs of students. Teachers will utilize an instructional resource (True Success) to have conversations with students about behavioral expectations and how they can positively influence others. A consistent vocabulary and language will be used throughout the building by all staff. Professional development and implementation monitoring will occur.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program</p>	<p>Tier 1</p>		<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Curriculum Director, Building Administration, Certified Staff, Paraprofessionals</p>
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(shared) Strategy 2:

Guaranteed and Viable Curriculum (GVC) - 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: Mathematics

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 (MTSS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically, socially and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need (whether the need is academic, behavioral or social), (2) monitoring progress frequently to make decisions about changes in instruction, goals or individual learning/behavior plans (3) using data are to allocate resources to improve student learning and school readiness, (4) supporting staff implementation of effective instructional and behavioral support practices.</p> <p>Students will be grouped by ability for individualized instruction. Groups will be flexible to allow for movement in and out of various ability groups. Social skill groups, social work service and counseling will be leveraged to support student growth. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education staff, SEL (social emotional learning) staff and KSSN staff will be utilized to provide support as needed. MTSS meetings will be held throughout the year to monitor student progress and provide support to all service providers as well as the general education teacher. NWEA MAP data, Fountas and Pinnell, state assessment and district assessment data as well as behavioral referral data will be used to guide instruction and interventions.</p>	<p>Direct Instruction, Walkthrough, Curriculum Development, Technology, Other, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>General education classroom teachers in grades K-5 will spend a minimum of 75 minutes each day in the content area of mathematics with all students. Time will be devoted to developing schedules that allow for large blocks of math instruction to occur.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Classroom Teachers, Special Education Staff, Interventionists, EL Staff, Paraprofessionals, Specialists, Building Principal.</p>
<p>Activity - Vocabulary Instruction</p>	<p>Activity Type</p>	<p>Tier</p>	<p>Phase</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>

School Improvement Plan

Alpine Elementary School

<p>Teachers will build vocabulary through direct instruction of specific terms deemed necessary for concept comprehension. This includes pre-teaching and reviewing key words, posting vocabulary on word walls, emphasizing vocabulary on teacher lesson plans/learning targets and utilizing components/best practices from the S.I.O.P. (Sheltered Instruction Observation Protocol) Model for Instruction (ex. - insert method). Professional development will focus on the intentional instruction of vocabulary.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Classroom Teachers, Specialists, Interventionists, Special Education Staff, EL Staff, Available Paraprofessionals, Building Principal.</p>
Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>Instructional coaching will be provided to instructional staff. Coaching will focus on improving our workshop models/small group instruction in ELA and Math as well as implementing the early literacy and early math practices across all grades. Instructional coaches will be collaborating with staff and providing modeling. In addition, the instructional coach will support building teacher efficacy in utilizing our instructional framework (Gradual Release of Responsibility) and analyzing data using specific protocols. This will be done through coaching cycles, classroom learning labs and leveraging staff meeting, PLC meeting and other district time set aside for professional development.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
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Activity - Summer Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>Qualifying students will be provided with additional intervention over the summer to build math skills and prevent summer regression.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Other, Parent Involvement, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>Section 31a</p>	<p>Administration, Certified Staff</p>
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Activity - Kent School Service Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Kent School Service Network partnership will be continued to provide additional behavioral and social/emotional support to our students. This partnership will improve truant student attendance, impact positively student behavior and learning as well as increase parent involvement by building partnerships with organizations in our community. Alpine Elementary will be supported by a school coordinator, mental health care clinician and a department of health and human services worker.</p>	<p>Supplemental Materials, Materials, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>

School Improvement Plan

Alpine Elementary School

Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Extended day learning opportunities will be provided so that additional support to students can be offered to who qualify in grades K-3. Support will be provided outside of the school day either before or after school during the second and third trimesters. Support will be based on performance data and reading and math skill development. Highly-qualified teachers will implement a research-based Tier II extended day program focused on phonics, phonemic awareness, fluency, vocabulary, comprehension, and content knowledge. It will build foundational skills required in reading to have success in the classroom independently. Instruction will include focus lessons, guided instruction, guided reading and collaborative learning experiences based on high interest texts.</p> <p>This includes providing extended day learning opportunities to our migrant students in the fall for grades K-5 from Title IC funds.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Other, Parent Involvement, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$4</p>	<p>Other, Section 31a, General Fund, Title I Part C</p>	<p>Administration, Certified Staff</p>
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>Professional learning communities will be utilized to develop curriculum, discuss best practice and meet students needs. Time for certified staff to collaborate among building teams will be embedded into weekly schedules. Opportunities for certified staff to collaborate with grade level or department teams across the district will be provided at least quarterly.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
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Activity - Math Fluency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Classroom teachers will provide students with a variety of ways to build math fact fluency (examples include but not limited to: Xtra Math, Rocket Math, KHAN Academy, Compass Learning, Math Mountains, etc.). Teachers will implement essential math practices such as number talks and choral counting into weekly instruction. Students will be pushed to develop conceptual thinking (mental math) and number sense fluency.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Community Engagement, Teacher Collaboration, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>

School Improvement Plan

Alpine Elementary School

Activity - Real World Applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers will provide students with opportunities to apply their knowledge to the real world problems.	Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff

(shared) Strategy 3:

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: Mathematics

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
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School Improvement Plan

Alpine Elementary School

<p>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.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
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(shared) Strategy 4:

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: Mathematics

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

SY 2020-2021

School Improvement Plan

Alpine 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 - Performance Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trained instructional staff will implement at least one performance assessment in their classroom during the school year to provide students with an opportunity to own their learning.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program	Tier 1	Implement	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff

Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

Our learning management system, Canvas, will be further implemented so that it can be utilized as an instructional tool/resource to support academic, social and behavioral growth. Canvas will support our efforts to personalize learning.	Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning	Tier 1	Implement	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff
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Measurable Objective 10:

50% of Fifth grade Female students will demonstrate a proficiency on skills in Mathematics by 06/04/2021 as measured by MSTEP cohort data.

(shared) Strategy 1:

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: Mathematics

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
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School Improvement Plan

Alpine Elementary School

<p>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).</p> <p>A family council will continue to be assembled to provide parent representatives to contribute to school improvement planning and other school related decisions.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Parent Involvement Learning Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>Parents will have the opportunity to engage in their child's learning by attending at least one parent night that will be geared toward developing student reading and/or math skills. Parents will be able to participate in a variety of activities to learn specific strategies to help their child at home and make learning fun.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$5</p>	<p>Section 31a, Title I Part C, Title I Part A, General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>Frequent communication from school will occur through the district/school website, classroom websites, school-wide email blasts, classroom emails to parents, phone calls and notes home. In addition, a variety of activities will be held before, during and after school to involve parents in their child's school experience (ex.- open house, field day, winter concert, talent show, young author's day, etc.).</p> <p>Our homeless liaison will connect with families who qualify as McKinney Vento/Family In Transition to ensure that appropriate school documents are obtained, transportation needs are met and means of communication throughout the year are established. In addition, our homeless liaison will reach out to families of our qualifying McKinney Vento/Family In transition students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
Activity - School and Classroom Culture	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>Staff will utilize components of Capturing Kids Hearts and the EXCEL (Engage, Explore, Communicate, Empower, Launch) to develop a positive school and classroom culture. Consistent procedures and expectations will be consistent across the building.</p> <p>Students will understand the components of our shared vision, "Be the BEST (Be a leader, show Excellence, be Safe and be Trustworthy) You", and apply them into the classroom for success. Students will have opportunities to provide input and feedback into classroom procedures and expectations. Students will take responsibility for monitoring their behavior.</p> <p>Our Behavior Improvement Team will meet regularly to monitor implementation efforts.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis to support the social emotional learning needs of students. Teachers will utilize an instructional resource (True Success) to have conversations with students about behavioral expectations and how they can positively influence others. A consistent vocabulary and language will be used throughout the building by all staff. Professional development and implementation monitoring will occur.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program</p>	<p>Tier 1</p>		<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Curriculum Director, Building Administration, Certified Staff, Paraprofessionals</p>
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(shared) Strategy 2:

Guaranteed and Viable Curriculum (GVC) - 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: Mathematics

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 (MTSS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically, socially and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need (whether the need is academic, behavioral or social), (2) monitoring progress frequently to make decisions about changes in instruction, goals or individual learning/behavior plans (3) using data are to allocate resources to improve student learning and school readiness, (4) supporting staff implementation of effective instructional and behavioral support practices.</p> <p>Students will be grouped by ability for individualized instruction. Groups will be flexible to allow for movement in and out of various ability groups. Social skill groups, social work service and counseling will be leveraged to support student growth. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education staff, SEL (social emotional learning) staff and KSSN staff will be utilized to provide support as needed. MTSS meetings will be held throughout the year to monitor student progress and provide support to all service providers as well as the general education teacher. NWEA MAP data, Fountas and Pinnell, state assessment and district assessment data as well as behavioral referral data will be used to guide instruction and interventions.</p>	<p>Direct Instruction, Walkthrough, Curriculum Development, Technology, Other, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>General education classroom teachers in grades K-5 will spend a minimum of 75 minutes each day in the content area of mathematics with all students. Time will be devoted to developing schedules that allow for large blocks of math instruction to occur.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Classroom Teachers, Special Education Staff, Interventionists, EL Staff, Paraprofessionals, Specialists, Building Principal.</p>
Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>Teachers will build vocabulary through direct instruction of specific terms deemed necessary for concept comprehension. This includes pre-teaching and reviewing key words, posting vocabulary on word walls, emphasizing vocabulary on teacher lesson plans/learning targets and utilizing components/best practices from the S.I.O.P. (Sheltered Instruction Observation Protocol) Model for Instruction (ex. - insert method). Professional development will focus on the intentional instruction of vocabulary.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Classroom Teachers, Specialists, Interventionists, Special Education Staff, EL Staff, Available Paraprofessionals, Building Principal.</p>
Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Instructional coaching will be provided to instructional staff. Coaching will focus on improving our workshop models/small group instruction in ELA and Math as well as implementing the early literacy and early math practices across all grades. Instructional coaches will be collaborating with staff and providing modeling. In addition, the instructional coach will support building teacher efficacy in utilizing our instructional framework (Gradual Release of Responsibility) and analyzing data using specific protocols. This will be done through coaching cycles, classroom learning labs and leveraging staff meeting, PLC meeting and other district time set aside for professional development.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
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Activity - Summer Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>Qualifying students will be provided with additional intervention over the summer to build math skills and prevent summer regression.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Other, Parent Involvement, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>Section 31a</p>	<p>Administration, Certified Staff</p>
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Activity - Kent School Service Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Kent School Service Network partnership will be continued to provide additional behavioral and social/emotional support to our students. This partnership will improve truant student attendance, impact positively student behavior and learning as well as increase parent involvement by building partnerships with organizations in our community. Alpine Elementary will be supported by a school coordinator, mental health care clinician and a department of health and human services worker.</p>	<p>Supplemental Materials, Materials, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>

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Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Extended day learning opportunities will be provided so that additional support to students can be offered to who qualify in grades K-3. Support will be provided outside of the school day either before or after school during the second and third trimesters. Support will be based on performance data and reading and math skill development. Highly-qualified teachers will implement a research-based Tier II extended day program focused on phonics, phonemic awareness, fluency, vocabulary, comprehension, and content knowledge. It will build foundational skills required in reading to have success in the classroom independently. Instruction will include focus lessons, guided instruction, guided reading and collaborative learning experiences based on high interest texts.</p> <p>This includes providing extended day learning opportunities to our migrant students in the fall for grades K-5 from Title IC funds.</p>	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Other, Parent Involvement, Teacher Collaboration, Behavioral Support Program, Academic Support Program	Tier 2	Monitor	08/24/2020	06/11/2021	\$4	Other, General Fund, Title I Part C, Section 31a	Administration, Certified Staff
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Professional learning communities will be utilized to develop curriculum, discuss best practice and meet students needs. Time for certified staff to collaborate among building teams will be embedded into weekly schedules. Opportunities for certified staff to collaborate with grade level or department teams across the district will be provided at least quarterly.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
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Activity - Math Fluency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Classroom teachers will provide students with a variety of ways to build math fact fluency (examples include but not limited to: Xtra Math, Rocket Math, KHAN Academy, Compass Learning, Math Mountains, etc.). Teachers will implement essential math practices such as number talks and choral counting into weekly instruction. Students will be pushed to develop conceptual thinking (mental math) and number sense fluency.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Community Engagement, Teacher Collaboration, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>

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Activity - Real World Applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers will provide students with opportunities to apply their knowledge to the real world problems.	Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff

(shared) Strategy 3:

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: Mathematics

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
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<p>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.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
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(shared) Strategy 4:

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: Mathematics

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

SY 2020-2021

School Improvement Plan

Alpine 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 - Performance Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trained instructional staff will implement at least one performance assessment in their classroom during the school year to provide students with an opportunity to own their learning.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program	Tier 1	Implement	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff

Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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Our learning management system, Canvas, will be further implemented so that it can be utilized as an instructional tool/resource to support academic, social and behavioral growth. Canvas will support our efforts to personalize learning.	Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning	Tier 1	Implement	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff
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Measurable Objective 11:

25% of Fifth grade Hispanic or Latino students will demonstrate a proficiency on skills in Mathematics by 06/04/2021 as measured by MSTEP cohort data.

(shared) Strategy 1:

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: Mathematics

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
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<p>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).</p> <p>A family council will continue to be assembled to provide parent representatives to contribute to school improvement planning and other school related decisions.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Parent Involvement Learning Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Parents will have the opportunity to engage in their child's learning by attending at least one parent night that will be geared toward developing student reading and/or math skills. Parents will be able to participate in a variety of activities to learn specific strategies to help their child at home and make learning fun.</p>	<p>Direct Instruction, Supplemental Materials, Curriculum Development, Technology, Other, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$5</p>	<p>Title III, Title I Part C, General Fund, Title I Part A, Section 31a</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Frequent communication from school will occur through the district/school website, classroom websites, school-wide email blasts, classroom emails to parents, phone calls and notes home. In addition, a variety of activities will be held before, during and after school to involve parents in their child's school experience (ex.- open house, field day, winter concert, talent show, young author's day, etc.).</p> <p>Our homeless liaison will connect with families who qualify as McKinney Vento/Family In Transition to ensure that appropriate school documents are obtained, transportation needs are met and means of communication throughout the year are established. In addition, our homeless liaison will reach out to families of our qualifying McKinney Vento/Family In transition students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
Activity - School and Classroom Culture	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

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<p>Staff will utilize components of Capturing Kids Hearts and the EXCEL (Engage, Explore, Communicate, Empower, Launch) to develop a positive school and classroom culture. Consistent procedures and expectations will be consistent across the building.</p> <p>Students will understand the components of our shared vision, "Be the BEST (Be a leader, show Excellence, be Safe and be Trustworthy) You", and apply them into the classroom for success. Students will have opportunities to provide input and feedback into classroom procedures and expectations. Students will take responsibility for monitoring their behavior.</p> <p>Our Behavior Improvement Team will meet regularly to monitor implementation efforts.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis to support the social emotional learning needs of students. Teachers will utilize an instructional resource (True Success) to have conversations with students about behavioral expectations and how they can positively influence others. A consistent vocabulary and language will be used throughout the building by all staff. Professional development and implementation monitoring will occur.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program</p>	<p>Tier 1</p>		<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Curriculum Director, Building Administration, Certified Staff, Paraprofessionals</p>
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(shared) Strategy 2:

Guaranteed and Viable Curriculum (GVC) - 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: Mathematics

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 (MTSS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically, socially and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need (whether the need is academic, behavioral or social), (2) monitoring progress frequently to make decisions about changes in instruction, goals or individual learning/behavior plans (3) using data are to allocate resources to improve student learning and school readiness, (4) supporting staff implementation of effective instructional and behavioral support practices.</p> <p>Students will be grouped by ability for individualized instruction. Groups will be flexible to allow for movement in and out of various ability groups. Social skill groups, social work service and counseling will be leveraged to support student growth. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education staff, SEL (social emotional learning) staff and KSSN staff will be utilized to provide support as needed. MTSS meetings will be held throughout the year to monitor student progress and provide support to all service providers as well as the general education teacher. NWEA MAP data, Fountas and Pinnell, state assessment and district assessment data as well as behavioral referral data will be used to guide instruction and interventions.</p>	<p>Direct Instruction, Walkthrough, Curriculum Development, Technology, Other, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>General education classroom teachers in grades K-5 will spend a minimum of 75 minutes each day in the content area of mathematics with all students. Time will be devoted to developing schedules that allow for large blocks of math instruction to occur.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Classroom Teachers, Special Education Staff, Interventionists, EL Staff, Paraprofessionals, Specialists, Building Principal.</p>
Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Teachers will build vocabulary through direct instruction of specific terms deemed necessary for concept comprehension. This includes pre-teaching and reviewing key words, posting vocabulary on word walls, emphasizing vocabulary on teacher lesson plans/learning targets and utilizing components/best practices from the S.I.O.P. (Sheltered Instruction Observation Protocol) Model for Instruction (ex. - insert method). Professional development will focus on the intentional instruction of vocabulary.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Classroom Teachers, Specialists, Interventionists, Special Education Staff, EL Staff, Available Paraprofessionals, Building Principal.</p>
Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Instructional coaching will be provided to instructional staff. Coaching will focus on improving our workshop models/small group instruction in ELA and Math as well as implementing the early literacy and early math practices across all grades. Instructional coaches will be collaborating with staff and providing modeling. In addition, the instructional coach will support building teacher efficacy in utilizing our instructional framework (Gradual Release of Responsibility) and analyzing data using specific protocols. This will be done through coaching cycles, classroom learning labs and leveraging staff meeting, PLC meeting and other district time set aside for professional development.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
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Activity - Summer Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Qualifying students will be provided with additional intervention over the summer to build math skills and prevent summer regression.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Other, Parent Involvement, Teacher Collaboration, Behavioral Support Program, Academic Support Program	Tier 2	Monitor	08/24/2020	06/11/2021	\$1	Section 31a	Administration, Certified Staff
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Activity - Kent School Service Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kent School Service Network partnership will be continued to provide additional behavioral and social/emotional support to our students. This partnership will improve truant student attendance, impact positively student behavior and learning as well as increase parent involvement by building partnerships with organizations in our community. Alpine Elementary will be supported by a school coordinator, mental health care clinician and a department of health and human services worker.	Supplemental Materials, Materials, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program	Tier 2	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff

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Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Extended day learning opportunities will be provided so that additional support to students can be offered to who qualify in grades K-3. Support will be provided outside of the school day either before or after school during the second and third trimesters. Support will be based on performance data and reading and math skill development. Highly-qualified teachers will implement a research-based Tier II extended day program focused on phonics, phonemic awareness, fluency, vocabulary, comprehension, and content knowledge. It will build foundational skills required in reading to have success in the classroom independently. Instruction will include focus lessons, guided instruction, guided reading and collaborative learning experiences based on high interest texts.</p> <p>This includes providing extended day learning opportunities to our migrant students in the fall for grades K-5 from Title IC funds.</p>	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Other, Parent Involvement, Teacher Collaboration, Behavioral Support Program, Academic Support Program	Tier 2	Monitor	08/24/2020	06/11/2021	\$4	General Fund, Other, Section 31a, Title I Part C	Administration, Certified Staff
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Professional learning communities will be utilized to develop curriculum, discuss best practice and meet students needs. Time for certified staff to collaborate among building teams will be embedded into weekly schedules. Opportunities for certified staff to collaborate with grade level or department teams across the district will be provided at least quarterly.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
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Activity - Math Fluency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Classroom teachers will provide students with a variety of ways to build math fact fluency (examples include but not limited to: Xtra Math, Rocket Math, KHAN Academy, Compass Learning, Math Mountains, etc.). Teachers will implement essential math practices such as number talks and choral counting into weekly instruction. Students will be pushed to develop conceptual thinking (mental math) and number sense fluency.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Community Engagement, Teacher Collaboration, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>

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Alpine Elementary School

Activity - Real World Applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers will provide students with opportunities to apply their knowledge to the real world problems.	Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff

(shared) Strategy 3:

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: Mathematics

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
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School Improvement Plan

Alpine Elementary School

<p>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.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
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(shared) Strategy 4:

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: Mathematics

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

SY 2020-2021

School Improvement Plan

Alpine 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 - Performance Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trained instructional staff will implement at least one performance assessment in their classroom during the school year to provide students with an opportunity to own their learning.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program	Tier 1	Implement	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff

Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

Our learning management system, Canvas, will be further implemented so that it can be utilized as an instructional tool/resource to support academic, social and behavioral growth. Canvas will support our efforts to personalize learning.	Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning	Tier 1	Implement	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff
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Goal 4: All students will demonstrate proficiency in Science.

Measurable Objective 1:

25% of Fifth grade students will demonstrate a proficiency of scientific concepts in Science by 06/04/2021 as measured by M-STEP data..

Strategy 1:

Safe and Orderly Environment - 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: Science

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.

School Improvement Plan

Alpine Elementary School

Tier: Tier 1

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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).</p> <p>A family council will continue to be assembled to provide parent representatives to contribute to school improvement planning and other school related decisions.</p>	<p>Direct Instruction, Supplemental Materials, Curriculum Development, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program</p>	Tier 1	Monitor	08/24/2020	06/11/2021	\$0	General Fund	Administration, Certified Staff, Paraprofessionals

Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>Frequent communication from school will occur through the district/school website, classroom websites, school-wide email blasts, classroom emails to parents, phone calls and notes home. In addition, a variety of activities will be held before, during and after school to involve parents in their child's school experience (ex.- open house, field day, winter concert, talent show, young author's day, etc.).</p> <p>Our homeless liaison will connect with families who qualify as McKinney Vento/Family In Transition to ensure that appropriate school documents are obtained, transportation needs are met and means of communication throughout the year are established. In addition, our homeless liaison will reach out to families of our qualifying McKinney Vento/Family In transition students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p>	<p>Direct Instruction, Supplemental Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Behavioral Support Program, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
Activity - School and Classroom Culture	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>Staff will utilize components of Capturing Kids Hearts and the EXCEL (Engage, Explore, Communicate, Empower, Launch) to develop a positive school and classroom culture. Consistent procedures and expectations will be consistent across the building.</p> <p>Students will understand the components of our shared vision, "Be the BEST (Be a leader, show Excellence, be Safe and be Trustworthy) You", and apply them into the classroom for success. Students will have opportunities to provide input and feedback into classroom procedures and expectations. Students will take responsibility for monitoring their behavior.</p> <p>Our Behavior Improvement Team will meet regularly to monitor implementation efforts.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Professional Learning, Behavioral Support Program, Academic Support Program</p>	<p>Tier 1</p>		<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis to support the social emotional learning needs of students. Teachers will utilize an instructional resource (True Success) to have conversations with students about behavioral expectations and how they can positively influence others. A consistent vocabulary and language will be used throughout the building by all staff. Professional development and implementation monitoring will occur.</p>	<p>Direct Instruction, Supplemental Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Curriculum Director, Building Administration, Certified Staff, Paraprofessionals</p>
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Strategy 2:

Guaranteed and Viable Curriculum (CVC) - 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: Science

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 (MTSS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically, socially and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need (whether the need is academic, behavioral or social), (2) monitoring progress frequently to make decisions about changes in instruction, goals or individual learning/behavior plans (3) using data are to allocate resources to improve student learning and school readiness, (4) supporting staff implementation of effective instructional and behavioral support practices.</p> <p>Students will be grouped by ability for individualized instruction. Groups will be flexible to allow for movement in and out of various ability groups. Social skill groups, social work service and counseling will be leveraged to support student growth. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education staff, SEL (social emotional learning) staff and KSSN staff will be utilized to provide support as needed. MTSS meetings will be held throughout the year to monitor student progress and provide support to all service providers as well as the general education teacher. NWEA MAP data, Fountas and Pinnell, state assessment and district assessment data as well as behavioral referral data will be used to guide instruction and interventions.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$4</p>	<p>Title III, Section 31a, Title I Part A, Title I Part C</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>In Kindergarten through 5th grades there will be a minimum of 30-45 instructional minutes devoted to developing science concept knowledge 3-4 days a week.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>		<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Non-Fiction Texts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>Teachers will use a variety of leveled non-fiction texts to teach scientific concepts. Teachers will provide reading accommodations and finding content at individual student reading levels. Test taking strategies will be embedded into instruction to help develop student confidence when taking district and state assessments.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
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Activity - Foss Science Kits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alpine Elementary School

<p>Teachers in grades 2nd through 5th will further implement Foss Science Kits to support grade level standard instruction. Teachers in grades Kindergarten and first will be implementing Foss Science Kits into weekly Science instruction for the 2018-2019 school year.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 1</p>		<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Curriculum Director, Building Administration, Certified Staff</p>
Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

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<p>Teachers will build vocabulary through direct instruction of specific terms deemed necessary for concept comprehension. This includes pre-teaching and reviewing key words, posting vocabulary on word walls, emphasizing vocabulary on teacher lesson plans/learning targets and utilizing components/best practices from the S.I.O.P. (Sheltered Instruction Observation Protocol) Model for Instruction (ex. - insert method). Professional development will focus on the intentional instruction of vocabulary.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
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Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Alpine Elementary School

<p>Instructional coaching will be provided to instructional staff. Coaching will focus on improving our workshop models/small group instruction in ELA and Math as well as implementing the early literacy and early math practices across all grades. Instructional coaches will be collaborating with staff and providing modeling. In addition, the instructional coach will support building teacher efficacy in utilizing our instructional framework (Gradual Release of Responsibility) and analyzing data using specific protocols. This will be done through coaching cycles, classroom learning labs and leveraging staff meeting, PLC meeting and other district time set aside for professional development.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>Section 31a</p>	<p>Curriculum Director, Building Administration, Certified Staff</p>
Activity - STEM	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>A fifth special known as STEM will be implemented deeper to develop students' critical thinking and creative problem solving. Students will be exposed to a variety of concepts in the fields of Science, Technology, Engineering and Mathematics. Instruction will focus on coding, electronics, design engineering and robotics. A multitude of technology standards will be covered.</p>	<p>Recruitment and Retention, Direct Instruction, Supplemental Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$2</p>	<p>General Fund, Section 31a</p>	<p>Curriculum Director, Administration, Certified Staff</p>
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Strategy 3:

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: Science

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
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<p>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.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Professional Learning, Behavioral Support Program, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
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Strategy 4:

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: Science

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

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Clock: Moving Education from Time to Competency, Corwin, 2012.

Tier: Tier 1

Activity - Performance Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trained instructional staff will implement at least one performance assessment in their classroom during the school year to provide students with an opportunity to own their learning.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program	Tier 1	Implement	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff

Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Our learning management system, Canvas, will be further implemented so that it can be utilized as an instructional tool/resource to support academic, social and behavioral growth. Canvas will support our efforts to personalize learning.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
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Goal 5: All students will demonstrate proficiency in Social Studies.

Measurable Objective 1:

25% of Fifth grade students will demonstrate a proficiency on concepts in Social Studies by 06/04/2021 as measured by M-STEP data. .

Strategy 1:

Safe and Orderly Environment (1) - 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: Social Studies

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

School Improvement Plan

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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).</p> <p>A family council will continue to be assembled to provide parent representatives to contribute to school improvement planning and other school related decisions.</p>	Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff
Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alpine Elementary School

<p>Frequent communication from school will occur through the district/school website, classroom websites, school-wide email blasts, classroom emails to parents, phone calls and notes home. In addition, a variety of activities will be held before, during and after school to involve parents in their child's school experience (ex.- open house, field day, winter concert, talent show, young author's day, etc.).</p> <p>Our homeless liaison will connect with families who qualify as McKinney Vento/Family In Transition to ensure that appropriate school documents are obtained, transportation needs are met and means of communication throughout the year are established. In addition, our homeless liaison will reach out to families of our qualifying McKinney Vento/Family In transition students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
Activity - School and Classroom Culture	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Staff will utilize components of Capturing Kids Hearts and the EXCEL (Engage, Explore, Communicate, Empower, Launch) to develop a positive school and classroom culture. Consistent procedures and expectations will be consistent across the building.</p> <p>Students will understand the components of our shared vision, "Be the BEST (Be a leader, show Excellence, be Safe and be Trustworthy) You", and apply them into the classroom for success. Students will have opportunities to provide input and feedback into classroom procedures and expectations. Students will take responsibility for monitoring their behavior.</p> <p>Our Behavior Improvement Team will meet regularly to monitor implementation efforts.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff, Support Staff</p>
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis to support the social emotional learning needs of students. Teachers will utilize an instructional resource (True Success) to have conversations with students about behavioral expectations and how they can positively influence others. A consistent vocabulary and language will be used throughout the building by all staff. Professional development and implementation monitoring will occur.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program	Tier 1	Implement	08/24/2020	06/11/2021	\$1	General Fund	Curriculum Director, Building Administration, Certified Staff, Paraprofessionals
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Strategy 2:

Effective Instructional Framework - Gradual Release of Responsibility (GRR) (1) - 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: Social Studies

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
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<p>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.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
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Strategy 3:

Guaranteed and Viable Curriculum (GVC) (1) - 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: Social Studies

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 (MTSS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically, socially and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need (whether the need is academic, behavioral or social), (2) monitoring progress frequently to make decisions about changes in instruction, goals or individual learning/behavior plans (3) using data are to allocate resources to improve student learning and school readiness, (4) supporting staff implementation of effective instructional and behavioral support practices.</p> <p>Students will be grouped by ability for individualized instruction. Groups will be flexible to allow for movement in and out of various ability groups. Social skill groups, social work service and counseling will be leveraged to support student growth. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education staff, SEL (social emotional learning) staff and KSSN staff will be utilized to provide support as needed. MTSS meetings will be held throughout the year to monitor student progress and provide support to all service providers as well as the general education teacher. NWEA MAP data, Fountas and Pinnell, state assessment and district assessment data as well as behavioral referral data will be used to guide instruction and interventions.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$5</p>	<p>General Fund, Title I Part A, Section 31a, Title III, Title I Part C</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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In Kindergarten through 5th grades there will be a minimum of 30-45 instructional minutes devoted to developing social studies concept knowledge 3-4 days a week.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff
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Activity - Non-Fiction Texts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a variety of leveled non-fiction texts to teach social studies concepts. Teachers will provide reading accommodations and finding content at individual student reading levels. Scholastic News will be used to inform students about non-fiction text features as well as current events. Test taking strategies will be embedded into instruction to help develop student confidence when taking district and state assessments.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff

Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Teachers will build vocabulary through direct instruction of specific terms deemed necessary for concept comprehension. This includes pre-teaching and reviewing key words, posting vocabulary on word walls, emphasizing vocabulary on teacher lesson plans/learning targets and utilizing components/best practices from the S.I.O.P. (Sheltered Instruction Observation Protocol) Model for Instruction (ex. - insert method). Professional development will focus on the intentional instruction of vocabulary.</p>	<p>Direct Instruction, Supplemental Materials, Curriculum Development, Technology, Policy and Process, Other, Community Engagement, Teacher Collaboration, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
<p>Activity - Instructional Support</p>	<p>Activity Type</p>	<p>Tier</p>	<p>Phase</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>

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<p>Instructional coaching will be provided to instructional staff. Coaching will focus on improving our workshop models/small group instruction in ELA and Math as well as implementing the early literacy and early math practices across all grades. Instructional coaches will be collaborating with staff and providing modeling. In addition, the instructional coach will support building teacher efficacy in utilizing our instructional framework (Gradual Release of Responsibility) and analyzing data using specific protocols. This will be done through coaching cycles, classroom learning labs and leveraging staff meeting, PLC meeting and other district time set aside for professional development.</p>	<p>Recruitment and Retention, Direct Instruction, Materials, Extra Curricular, Curriculum Development, Policy and Process, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Professional learning communities will be utilized to develop curriculum, discuss best practice and meet students needs. Time for certified staff to collaborate among building teams will be embedded into weekly schedules. Opportunities for certified staff to collaborate with grade level or department teams across the district will be provided at least quarterly.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
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Activity - Instructional Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>A variety of instructional resources will be used with fidelity to support standard mastery in grades K-5. Kindergarten through 3rd grade will focus on using the MAISA Social Studies units, 4th grade will focus on using the materials from the Teaching Curriculum Institute and 5th grade will focus on using History Alive.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Community Engagement, Teacher Collaboration, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
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Strategy 4:

Competency-Based, Personalized Learning System of Education (1) - 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: Social Studies

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

School Improvement Plan

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Activity - Performance Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trained instructional staff will implement at least one performance assessment in their classroom during the school year to provide students with an opportunity to own their learning.	Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Administration, Certified Staff
Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Our learning management system, Canvas, will be further implemented so that it can be utilized as an instructional tool/resource to support academic, social and behavioral growth. Canvas will support our efforts to personalize learning.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>General Fund</p>	<p>Administration, Certified Staff</p>
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Goal 6: All students will be aware of the Michigan’s Six Career Zones.

Measurable Objective 1:

achieve college and career readiness by getting students to name all six zones and give an example within each zone by the end of 5th grade. by 06/04/2021 as measured by 80% of students being able to meet expectation..

Strategy 1:

Introduce students and parents to Michigan’s Six Career Zones - This strategy will be implemented by our classroom teachers through planned activities. It consists of communicating necessary information to parents, providing students with learning experiences outside of the school district and building partnerships with businesses or other potential service providers.

Category: Career and College Ready

Research Cited: <https://www.ed.gov/k-12reforms/standards>

<https://ies.ed.gov/ncee/edlabs/regions/central/partnerships/ccrra.asp>

<https://www.hanoverresearch.com/insights-blog/why-college-and-career-readiness-is-an-integral-component-of-k-12-education/>

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Tier: Tier 1

Activity - Junior Achievement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A partnership with Junior Achievement will be continued to build student knowledge related to our community and careers within it.	Career Preparation /Orientation	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	General Fund	Building Principal KSSN School Coordinator Classroom Teachers
Activity - STEM	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A fifth special known as STEM will be implemented deeper to develop students' critical thinking and creative problem solving. This will target a variety of career and college readiness expectations. Students will be exposed to a variety of concepts in the fields of Science, Technology, Engineering and Mathematics. Instruction will focus on coding, electronics, design engineering and robotics. A multitude of technology standards will be covered.	Curriculum Development, Technology, Career Preparation /Orientation	Tier 1	Monitor	08/24/2020	06/11/2021	\$2	Section 31a, General Fund	Director of Curriculum Building Principal STEM Teacher
Activity - Study Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A variety of study trips will be provided to students K-5 to provide our students with opportunities to engage with others in the community as well as learn about numerous concepts related to core content instruction.	Field Trip, Career Preparation /Orientation, Community Engagement	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	Other	Building Principal Classroom Teachers PTO

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Involvement Learning Night	Parents will have the opportunity to engage in their child's learning by attending at least one parent night that will be geared toward developing student reading and/or math skills. Parents will be able to participate in a variety of activities to learn specific strategies to help their child at home and make learning fun.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	Administration, Certified Staff, Paraprofessionals

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<p>Book Bags</p>	<p>Book bags will be utilized to provide families with accessible and hands on reading material that is leveled based on their student's zone of proximal development. This will help create a strong home to school connection. Teachers and parents will be able to set goals for reading at home.</p>	<p>Supplemental Materials, Materials, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>Administration, Certified Staff, Instructional Coach, Support Staff</p>
<p>Multi-tiered System of Support (MTSS)</p>	<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically, socially and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need (whether the need is academic, behavioral or social), (2) monitoring progress frequently to make decisions about changes in instruction, goals or individual learning/behavior plans (3) using data are to allocate resources to improve student learning and school readiness, (4) supporting staff implementation of effective instructional and behavioral support practices.</p> <p>Students will be grouped by ability for individualized instruction. Groups will be flexible to allow for movement in and out of various ability groups. Social skill groups, social work service and counseling will be leveraged to support student growth. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education staff, SEL (social emotional learning) staff and KSSN staff will be utilized to provide support as needed. MTSS meetings will be held throughout the year to monitor student progress and provide support to all service providers as well as the general education teacher. NWEA MAP data, Fountas and Pinnell, state assessment and district assessment data as well as behavioral referral data will be used to guide instruction and interventions.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>Administration, Certified Staff, Paraprofessionals</p>

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Multi-Tiered System of Support (MTSS)	<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically, socially and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need (whether the need is academic, behavioral or social), (2) monitoring progress frequently to make decisions about changes in instruction, goals or individual learning/behavior plans (3) using data are to allocate resources to improve student learning and school readiness, (4) supporting staff implementation of effective instructional and behavioral support practices.</p> <p>Students will be grouped by ability for individualized instruction. Groups will be flexible to allow for movement in and out of various ability groups. Social skill groups, social work service and counseling will be leveraged to support student growth. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education staff, SEL (social emotional learning) staff and KSSN staff will be utilized to provide support as needed. MTSS meetings will be held throughout the year to monitor student progress and provide support to all service providers as well as the general education teacher. NWEA MAP data, Fountas and Pinnell, state assessment and district assessment data as well as behavioral referral data will be used to guide instruction and interventions.</p>	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program	Tier 2	Monitor	08/24/2020	06/11/2021	\$1	Administration, Certified Staff, Paraprofessionals
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Multi-tiered System of Support (MTSS)	<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically, socially and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need (whether the need is academic, behavioral or social), (2) monitoring progress frequently to make decisions about changes in instruction, goals or individual learning/behavior plans (3) using data are to allocate resources to improve student learning and school readiness, (4) supporting staff implementation of effective instructional and behavioral support practices.</p> <p>Students will be grouped by ability for individualized instruction. Groups will be flexible to allow for movement in and out of various ability groups. Social skill groups, social work service and counseling will be leveraged to support student growth. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education staff, SEL (social emotional learning) staff and KSSN staff will be utilized to provide support as needed. MTSS meetings will be held throughout the year to monitor student progress and provide support to all service providers as well as the general education teacher. NWEA MAP data, Fountas and Pinnell, state assessment and district assessment data as well as behavioral referral data will be used to guide instruction and interventions.</p>	Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning	Tier 2	Monitor	08/24/2020	06/11/2021	\$1	Administration, Certified Staff, Paraprofessionals
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<p>Parent Involvement Learning Night</p>	<p>Parents will have the opportunity to engage in their child's learning by attending at least one parent night that will be geared toward developing student reading and/or math skills. Parents will be able to participate in a variety of activities to learn specific strategies to help their child at home and make learning fun.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>Administration, Certified Staff, Paraprofessionals, EL Staff</p>
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Multi-Tiered System of Support (MTSS)	<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically, socially and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need (whether the need is academic, behavioral or social), (2) monitoring progress frequently to make decisions about changes in instruction, goals or individual learning/behavior plans (3) using data are to allocate resources to improve student learning and school readiness, (4) supporting staff implementation of effective instructional and behavioral support practices.</p> <p>Students will be grouped by ability for individualized instruction. Groups will be flexible to allow for movement in and out of various ability groups. Social skill groups, social work service and counseling will be leveraged to support student growth. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education staff, SEL (social emotional learning) staff and KSSN staff will be utilized to provide support as needed. MTSS meetings will be held throughout the year to monitor student progress and provide support to all service providers as well as the general education teacher. NWEA MAP data, Fountas and Pinnell, state assessment and district assessment data as well as behavioral referral data will be used to guide instruction and interventions.</p>	Direct Instruction, Walkthrough, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Teacher Collaboration, Behavioral Support Program, Academic Support Program	Tier 2	Monitor	08/24/2020	06/11/2021	\$1	Administration, Certified Staff, KSSN Staff, SEL Staff, Paraprofessionals.
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Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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<p>Parent Involvement Learning Night</p>	<p>Parents will have the opportunity to engage in their child's learning by attending at least one parent night that will be geared toward developing student reading and/or math skills. Parents will be able to participate in a variety of activities to learn specific strategies to help their child at home and make learning fun.</p>	<p>Direct Instruction, Supplemental Materials, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>Administration, Certified Staff, Paraprofessionals, EL Staff</p>
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Multi-Tiered System of Support (MTSS)	<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically, socially and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need (whether the need is academic, behavioral or social), (2) monitoring progress frequently to make decisions about changes in instruction, goals or individual learning/behavior plans (3) using data are to allocate resources to improve student learning and school readiness, (4) supporting staff implementation of effective instructional and behavioral support practices.</p> <p>Students will be grouped by ability for individualized instruction. Groups will be flexible to allow for movement in and out of various ability groups. Social skill groups, social work service and counseling will be leveraged to support student growth. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education staff, SEL (social emotional learning) staff and KSSN staff will be utilized to provide support as needed. MTSS meetings will be held throughout the year to monitor student progress and provide support to all service providers as well as the general education teacher. NWEA MAP data, Fountas and Pinnell, state assessment and district assessment data as well as behavioral referral data will be used to guide instruction and interventions.</p>	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program	Tier 2	Monitor	08/24/2020	06/11/2021	\$1	Administration, Certified Staff, Paraprofessionals
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Alpine Elementary School

Multi-Tiered System of Support (MTSS)	<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically, socially and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need (whether the need is academic, behavioral or social), (2) monitoring progress frequently to make decisions about changes in instruction, goals or individual learning/behavior plans (3) using data are to allocate resources to improve student learning and school readiness, (4) supporting staff implementation of effective instructional and behavioral support practices.</p> <p>Students will be grouped by ability for individualized instruction. Groups will be flexible to allow for movement in and out of various ability groups. Social skill groups, social work service and counseling will be leveraged to support student growth. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education staff, SEL (social emotional learning) staff and KSSN staff will be utilized to provide support as needed. MTSS meetings will be held throughout the year to monitor student progress and provide support to all service providers as well as the general education teacher. NWEA MAP data, Fountas and Pinnell, state assessment and district assessment data as well as behavioral referral data will be used to guide instruction and interventions.</p>	Direct Instruction, Walkthrough, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Teacher Collaboration, Behavioral Support Program, Academic Support Program	Tier 2	Monitor	08/24/2020	06/11/2021	\$1	Administration, Certified Staff, KSSN Staff, SEL Staff, Paraprofessionals.
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School Improvement Plan

Alpine Elementary School

Multi-tiered System of Support (MTSS)	<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically, socially and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need (whether the need is academic, behavioral or social), (2) monitoring progress frequently to make decisions about changes in instruction, goals or individual learning/behavior plans (3) using data are to allocate resources to improve student learning and school readiness, (4) supporting staff implementation of effective instructional and behavioral support practices.</p> <p>Students will be grouped by ability for individualized instruction. Groups will be flexible to allow for movement in and out of various ability groups. Social skill groups, social work service and counseling will be leveraged to support student growth. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education staff, SEL (social emotional learning) staff and KSSN staff will be utilized to provide support as needed. MTSS meetings will be held throughout the year to monitor student progress and provide support to all service providers as well as the general education teacher. NWEA MAP data, Fountas and Pinnell, state assessment and district assessment data as well as behavioral referral data will be used to guide instruction and interventions.</p>	Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning	Tier 2	Monitor	08/24/2020	06/11/2021	\$1	Administration, Certified Staff, Paraprofessionals
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School Improvement Plan

Alpine Elementary School

Multi-tiered System of Support (MTSS)	<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically, socially and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need (whether the need is academic, behavioral or social), (2) monitoring progress frequently to make decisions about changes in instruction, goals or individual learning/behavior plans (3) using data are to allocate resources to improve student learning and school readiness, (4) supporting staff implementation of effective instructional and behavioral support practices.</p> <p>Students will be grouped by ability for individualized instruction. Groups will be flexible to allow for movement in and out of various ability groups. Social skill groups, social work service and counseling will be leveraged to support student growth. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education staff, SEL (social emotional learning) staff and KSSN staff will be utilized to provide support as needed. MTSS meetings will be held throughout the year to monitor student progress and provide support to all service providers as well as the general education teacher. NWEA MAP data, Fountas and Pinnell, state assessment and district assessment data as well as behavioral referral data will be used to guide instruction and interventions.</p>	Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning	Tier 2	Monitor	08/24/2020	06/11/2021	\$1	Administration, Certified Staff, Paraprofessionals
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School Improvement Plan

Alpine Elementary School

Parent Involvement Learning Night	Parents will have the opportunity to engage in their child's learning by attending at least one parent night that will be geared toward developing student reading and/or math skills. Parents will be able to participate in a variety of activities to learn specific strategies to help their child at home and make learning fun.	Direct Instruction, Supplemental Materials, Curriculum Development, Technology, Other, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	Administration, Certified Staff, Paraprofessionals
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General Fund

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

Alpine Elementary School

<p>Expected Minutes of Instruction</p>	<p>General education classroom teachers in grades K-5 will spend a minimum of 75 minutes each day in the content area of mathematics with all students. Time will be devoted to developing schedules that allow for large blocks of math instruction to occur.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>Classroom Teachers, Special Education Staff, Interventionists, EL Staff, Paraprofessionals, Specialists, Building Principal.</p>
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School Improvement Plan

Alpine Elementary School

<p>Learning Management System</p>	<p>Our learning management system, Canvas, will be further implemented so that it can be utilized as an instructional tool/resource to support academic, social and behavioral growth. Canvas will support our efforts to personalize learning.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>Administration, Certified Staff</p>
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School Improvement Plan

Alpine Elementary School

Vocabulary Instruction	Teachers will build vocabulary through direct instruction of specific terms deemed necessary for concept comprehension. This includes pre-teaching and reviewing key words, posting vocabulary on word walls, emphasizing vocabulary on teacher lesson plans/learning targets and utilizing components/best practices from the S.I.O.P. (Sheltered Instruction Observation Protocol) Model for Instruction (ex. - insert method). Professional development will focus on the intentional instruction of vocabulary.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	Classroom Teachers, Specialists, Interventionists, Special Education Staff, EL Staff, Available Paraprofessionals, Building Principal.
Real World Applications	Grade level teachers will provide students with opportunities to apply their knowledge to the real world problems.	Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	Administration, Certified Staff

School Improvement Plan

Alpine Elementary School

Performance Assessments	Trained instructional staff will implement at least one performance assessment in their classroom during the school year to provide students with an opportunity to own their learning.	Direct Instruction, Supplemental Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program	Tier 1	Implement	08/24/2020	06/11/2021	\$1	Administration, Certified Staff
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School Improvement Plan

Alpine Elementary School

Learning Management System	Our learning management system, Canvas, will be further implemented so that it can be utilized as an instructional tool/resource to support academic, social and behavioral growth. Canvas will support our efforts to personalize learning.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	Administration, Certified Staff
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School Improvement Plan

Alpine Elementary School

Instructional Support	Instructional coaching will be provided to instructional staff. Coaching will focus on improving our workshop models/small group instruction in ELA and Math as well as implementing the early literacy and early math practices across all grades. Instructional coaches will be collaborating with staff and providing modeling. In addition, the instructional coach will support building teacher efficacy in utilizing our instructional framework (Gradual Release of Responsibility) and analyzing data using specific protocols. This will be done through coaching cycles, classroom learning labs and leveraging staff meeting, PLC meeting and other district time set aside for professional development.	Recruitment and Retention, Direct Instruction, Materials, Extra Curricular, Curriculum Development, Policy and Process, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	Administration, Certified Staff
STEM	A fifth special known as STEM will be implemented deeper to develop students' critical thinking and creative problem solving. This will target a variety of career and college readiness expectations. Students will be exposed to a variety of concepts in the fields of Science, Technology, Engineering and Mathematics. Instruction will focus on coding, electronics, design engineering and robotics. A multitude of technology standards will be covered.	Curriculum Development, Technology, Career Preparation/Orientation	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	Director of Curriculum Building Principal STEM Teacher

School Improvement Plan

Alpine Elementary School

Learning Management System	Our learning management system, Canvas, will be further implemented so that it can be utilized as an instructional tool/resource to support academic, social and behavioral growth. Canvas will support our efforts to personalize learning.	Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning	Tier 1	Implement	08/24/2020	06/11/2021	\$1	Administration, Certified Staff
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School Improvement Plan

Alpine Elementary School

Instructional Support	Instructional coaching will be provided to instructional staff. Coaching will focus on improving our workshop models/small group instruction in ELA and Math as well as implementing the early literacy and early math practices across all grades. Instructional coaches will be collaborating with staff and providing modeling. In addition, the instructional coach will support building teacher efficacy in utilizing our instructional framework (Gradual Release of Responsibility) and analyzing data using specific protocols. This will be done through coaching cycles, classroom learning labs and leveraging staff meeting, PLC meeting and other district time set aside for professional development.	Direct Instruction, Supplemental Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	Administration, Certified Staff, Paraprofessionals
Phonics First Instruction	Teachers will utilize the resource, Phonics First, to develop student reading skills. Teachers will implement the program with fidelity to ensure students skills progress as expected. Training will be provided as needed.	Direct Instruction, Walkthrough, Supplemental Materials, Curriculum Development, Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1		08/24/2020	06/11/2021	\$1	Administration, Certified Staff

School Improvement Plan

Alpine Elementary School

<p>School and Classroom Culture</p>	<p>Staff will utilize components of Capturing Kids Hearts and the EXCEL (Engage, Explore, Communicate, Empower, Launch) to develop a positive school and classroom culture. Consistent procedures and expectations will be consistent across the building.</p> <p>Students will understand the components of our shared vision, "Be the BEST (Be a leader, show Excellence, be Safe and be Trustworthy) You", and apply them into the classroom for success. Students will have opportunities to provide input and feedback into classroom procedures and expectations. Students will take responsibility for monitoring their behavior.</p> <p>Our Behavior Improvement Team will meet regularly to monitor implementation efforts.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>Administration, Certified Staff, Support Staff</p>
<p>Expected Minutes of Instruction</p>	<p>In Kindergarten through 5th grades there will be a minimum of 30-45 instructional minutes devoted to developing social studies concept knowledge 3-4 days a week.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Teacher Collaboration, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>Administration, Certified Staff</p>

School Improvement Plan

Alpine Elementary School

Professional Learning Communities	Professional learning communities will be utilized to develop curriculum, discuss best practice and meet students needs. Time for certified staff to collaborate among building teams will be embedded into weekly schedules. Opportunities for certified staff to collaborate with grade level or department teams across the district will be provided at least quarterly.	Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	Administration, Certified Staff
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School Improvement Plan

Alpine Elementary School

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<p>Non-Fiction Texts</p>	<p>Teachers will use a variety of leveled non-fiction texts to teach social studies concepts. Teachers will provide reading accommodations and finding content at individual student reading levels. Scholastic News will be used to inform students about non-fiction text features as well as current events. Test taking strategies will be embedded into instruction to help develop student confidence when taking district and state assessments.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Teacher Collaboration, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>Administration, Certified Staff</p>

School Improvement Plan

Alpine Elementary School

<p>Family Communication and Participation</p>	<p>Frequent communication from school will occur through the district/school website, classroom websites, school-wide email blasts, classroom emails to parents, phone calls and notes home. In addition, a variety of activities will be held before, during and after school to involve parents in their child's school experience (ex.- open house, field day, winter concert, talent show, young author's day, etc.).</p> <p>Our homeless liaison will connect with families who qualify as McKinney Vento/Family In Transition to ensure that appropriate school documents are obtained, transportation needs are met and means of communication throughout the year are established. In addition, our homeless liaison will reach out to families of our qualifying McKinney Vento/Family In transition students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p>	<p>Direct Instruction, Supplemental Materials, Materials, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program</p>	<p>Tier 1</p>		<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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School Improvement Plan

Alpine Elementary School

Multi-tiered System of Support (MTSS)	<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically, socially and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need (whether the need is academic, behavioral or social), (2) monitoring progress frequently to make decisions about changes in instruction, goals or individual learning/behavior plans (3) using data are to allocate resources to improve student learning and school readiness, (4) supporting staff implementation of effective instructional and behavioral support practices.</p> <p>Students will be grouped by ability for individualized instruction. Groups will be flexible to allow for movement in and out of various ability groups. Social skill groups, social work service and counseling will be leveraged to support student growth. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education staff, SEL (social emotional learning) staff and KSSN staff will be utilized to provide support as needed. MTSS meetings will be held throughout the year to monitor student progress and provide support to all service providers as well as the general education teacher. NWEA MAP data, Fountas and Pinnell, state assessment and district assessment data as well as behavioral referral data will be used to guide instruction and interventions.</p>	Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning	Tier 2	Monitor	08/24/2020	06/11/2021	\$1	Administration, Certified Staff, Paraprofessionals
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School Improvement Plan

Alpine Elementary School

<p>School and Classroom Culture</p>	<p>Staff will utilize components of Capturing Kids Hearts and the EXCEL (Engage, Explore, Communicate, Empower, Launch) to develop a positive school and classroom culture. Consistent procedures and expectations will be consistent across the building.</p> <p>Students will understand the components of our shared vision, "Be the BEST (Be a leader, show Excellence, be Safe and be Trustworthy) You", and apply them into the classroom for success. Students will have opportunities to provide input and feedback into classroom procedures and expectations. Students will take responsibility for monitoring their behavior.</p> <p>Our Behavior Improvement Team will meet regularly to monitor implementation efforts.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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School Improvement Plan

Alpine Elementary School

<p>Learning Management System</p>	<p>Our learning management system, Canvas, will be further implemented so that it can be utilized as an instructional tool/resource to support academic, social and behavioral growth. Canvas will support our efforts to personalize learning.</p>	<p>Direct Instruction, Walkthrough, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>Administration, Certified Staff, Support Staff</p>
<p>Character Education</p>	<p>Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis to support the social emotional learning needs of students. Teachers will utilize an instructional resource (True Success) to have conversations with students about behavioral expectations and how they can positively influence others. A consistent vocabulary and language will be used throughout the building by all staff. Professional development and implementation monitoring will occur.</p>	<p>Direct Instruction, Supplemental Materials, Curriculum Development, Technology, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>Curriculum Director, Building Administration, Certified Staff, Paraprofessionals</p>

School Improvement Plan

Alpine Elementary School

<p>Parent Involvement Learning Night</p>	<p>Parents will have the opportunity to engage in their child's learning by attending at least one parent night that will be geared toward developing student reading and/or math skills. Parents will be able to participate in a variety of activities to learn specific strategies to help their child at home and make learning fun.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>Administration, Certified Staff, Paraprofessionals, EL Staff</p>
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School Improvement Plan

Alpine Elementary School

Expected Minutes of Instruction	In Kindergarten through 5th grades there will be a minimum of 30-45 instructional minutes devoted to developing science concept knowledge 3-4 days a week.	Direct Instruction, Supplemental Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program	Tier 1		08/24/2020	06/11/2021	\$1	Administration, Certified Staff, Paraprofessionals
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School Improvement Plan

Alpine Elementary School

<p>Stakeholder Voice</p>	<p>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).</p> <p>A family council will continue to be assembled to provide parent representatives to contribute to school improvement planning and other school related decisions.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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School Improvement Plan

Alpine Elementary School

<p>Family Communication and Participation</p>	<p>Frequent communication from school will occur through the district/school website, classroom websites, school-wide email blasts, classroom emails to parents, phone calls and notes home. In addition, a variety of activities will be held before, during and after school to involve parents in their child's school experience (ex.- open house, field day, winter concert, talent show, young author's day, etc.).</p> <p>Our homeless liaison will connect with families who qualify as McKinney Vento/Family In Transition to ensure that appropriate school documents are obtained, transportation needs are met and means of communication throughout the year are established. In addition, our homeless liaison will reach out to families of our qualifying McKinney Vento/Family In transition students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Behavioral Support Program, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
<p>Expected Minutes of Instruction</p>	<p>General education classroom teachers in grades K-5 will spend a minimum of 75 minutes each day in the content area of reading with all students. Time will be devoted to developing schedules that allow for large blocks of ELA instruction to occur.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Other, Teacher Collaboration, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>Administration, Certified Staff, Paraprofessionals</p>

School Improvement Plan

Alpine Elementary School

Character Education	Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis to support the social emotional learning needs of students. Teachers will utilize an instructional resource (True Success) to have conversations with students about behavioral expectations and how they can positively influence others. A consistent vocabulary and language will be used throughout the building by all staff. Professional development and implementation monitoring will occur.	Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Walkthrough, Supplemental Materials, Technology, Community Engagement, Behavioral Support Program, Professional Learning	Tier 1	Implement	08/24/2020	06/11/2021	\$1	Administration, Certified Staff, Special Education Staff, Support Staff
Vocabulary Instruction	Teachers will build vocabulary through direct instruction of specific terms deemed necessary for concept comprehension. This includes pre-teaching and reviewing key words, posting vocabulary on word walls, emphasizing vocabulary on teacher lesson plans/learning targets and utilizing components/best practices from the S.I.O.P. (Sheltered Instruction Observation Protocol) Model for Instruction (ex. - insert method). Professional development will focus on the intentional instruction of vocabulary.	Direct Instruction, Materials, Technology, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	Classroom Teachers, Specialists, Interventionists, Special Education Staff, EL Staff, Available Paraprofessionals, Building Principal.

School Improvement Plan

Alpine 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, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	Administration, Certified Staff, Paraprofessionals
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School Improvement Plan

Alpine Elementary School

Foss Science Kits	Teachers in grades 2nd through 5th will further implement Foss Science Kits to support grade level standard instruction. Teachers in grades Kindergarten and first will be implementing Foss Science Kits into weekly Science instruction for the 2018-2019 school year.	Direct Instruction, Supplemental Materials, Curriculum Development, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program, Academic Support Program	Tier 1		08/24/2020	06/11/2021	\$1	Curriculum Director, Building Administration, Certified Staff
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School Improvement Plan

Alpine Elementary School

Professional Learning Communities	Professional learning communities will be utilized to develop curriculum, discuss best practice and meet students needs. Time for certified staff to collaborate among building teams will be embedded into weekly schedules. Opportunities for certified staff to collaborate with grade level or department teams across the district will be provided at least quarterly.	Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	Administration, Certified Staff
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School Improvement Plan

Alpine Elementary School

Performance Assessments	Trained instructional staff will implement at least one performance assessment in their classroom during the school year to provide students with an opportunity to own their learning.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/24/2020	06/11/2021	\$1	Administration, Certified Staff, Paraprofessionals
Math Fluency	Classroom teachers will provide students with a variety of ways to build math fact fluency (examples include but not limited to: Xtra Math, Rocket Math, KHAN Academy, Compass Learning, Math Mountains, etc.). Teachers will implement essential math practices such as number talks and choral counting into weekly instruction. Students will be pushed to develop conceptual thinking (mental math) and number sense fluency.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Community Engagement, Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	Administration, Certified Staff

School Improvement Plan

Alpine Elementary School

Instructional Support	Instructional coaching will be provided to instructional staff. Coaching will focus on improving our workshop models/small group instruction in ELA and Math as well as implementing the early literacy and early math practices across all grades. Instructional coaches will be collaborating with staff and providing modeling. In addition, the instructional coach will support building teacher efficacy in utilizing our instructional framework (Gradual Release of Responsibility) and analyzing data using specific protocols. This will be done through coaching cycles, classroom learning labs and leveraging staff meeting, PLC meeting and other district time set aside for professional development.	Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	Administration, Certified Staff
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School Improvement Plan

Alpine Elementary School

<p>Professional Learning Communities</p>	<p>Professional learning communities will be utilized to develop curriculum, discuss best practice and meet students needs. Time for certified staff to collaborate among building teams will be embedded into weekly schedules. Opportunities for certified staff to collaborate with grade level or department teams across the district will be provided at least quarterly.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Curriculum Development, Technology, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>Administration, Certified Staff</p>
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School Improvement Plan

Alpine Elementary School

<p>Stakeholder Voice</p>	<p>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).</p> <p>A family council will continue to be assembled to provide parent representatives to contribute to school improvement planning and other school related decisions.</p>	<p>Recruitment and Retention, Direct Instruction, Materials, Curriculum Development, Policy and Process, Teacher Collaboration, Academic Support Program, Walkthrough, Supplemental Materials, Technology, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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School Improvement Plan

Alpine Elementary School

<p>Family Communication and Participation</p>	<p>Frequent communication from school will occur through the district/school website, classroom websites, school-wide email blasts, classroom emails to parents, phone calls and notes home. In addition, a variety of activities will be held before, during and after school to involve parents in their child's school experience (ex.- open house, field day, winter concert, talent show, young author's day, etc.).</p> <p>Our homeless liaison will connect with families who qualify as McKinney Vento/Family In Transition to ensure that appropriate school documents are obtained, transportation needs are met and means of communication throughout the year are established. In addition, our homeless liaison will reach out to families of our qualifying McKinney Vento/Family In transition students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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School Improvement Plan

Alpine Elementary School

<p>School and Classroom Culture</p>	<p>Staff will utilize components of Capturing Kids Hearts and the EXCEL (Engage, Explore, Communicate, Empower, Launch) to develop a positive school and classroom culture. Consistent procedures and expectations will be consistent across the building.</p> <p>Students will understand the components of our shared vision, "Be the BEST (Be a leader, show Excellence, be Safe and be Trustworthy) You", and apply them into the classroom for success. Students will have opportunities to provide input and feedback into classroom procedures and expectations. Students will take responsibility for monitoring their behavior.</p> <p>Our Behavior Improvement Team will meet regularly to monitor implementation efforts.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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School Improvement Plan

Alpine Elementary School

Multi-Tiered System of Support (MTSS)	<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically, socially and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need (whether the need is academic, behavioral or social), (2) monitoring progress frequently to make decisions about changes in instruction, goals or individual learning/behavior plans (3) using data are to allocate resources to improve student learning and school readiness, (4) supporting staff implementation of effective instructional and behavioral support practices.</p> <p>Students will be grouped by ability for individualized instruction. Groups will be flexible to allow for movement in and out of various ability groups. Social skill groups, social work service and counseling will be leveraged to support student growth. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education staff, SEL (social emotional learning) staff and KSSN staff will be utilized to provide support as needed. MTSS meetings will be held throughout the year to monitor student progress and provide support to all service providers as well as the general education teacher. NWEA MAP data, Fountas and Pinnell, state assessment and district assessment data as well as behavioral referral data will be used to guide instruction and interventions.</p>	Direct Instruction, Walkthrough, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Teacher Collaboration, Behavioral Support Program, Academic Support Program	Tier 2	Monitor	08/24/2020	06/11/2021	\$1	Administration, Certified Staff, KSSN Staff, SEL Staff, Paraprofessionals.
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School Improvement Plan

Alpine Elementary School

Professional Learning Communities	Professional learning communities will be utilized to develop curriculum, discuss best practice and meet students needs. Time for certified staff to collaborate among building teams will be embedded into weekly schedules. Opportunities for certified staff to collaborate with grade level or department teams across the district will be provided at least quarterly.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	Administration, Certified Staff
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, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	Administration, Certified Staff

School Improvement Plan

Alpine Elementary School

<p>School and Classroom Culture</p>	<p>Staff will utilize components of Capturing Kids Hearts and the EXCEL (Engage, Explore, Communicate, Empower, Launch) to develop a positive school and classroom culture. Consistent procedures and expectations will be consistent across the building.</p> <p>Students will understand the components of our shared vision, "Be the BEST (Be a leader, show Excellence, be Safe and be Trustworthy) You", and apply them into the classroom for success. Students will have opportunities to provide input and feedback into classroom procedures and expectations. Students will take responsibility for monitoring their behavior.</p> <p>Our Behavior Improvement Team will meet regularly to monitor implementation efforts.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Professional Learning, Behavioral Support Program, Academic Support Program</p>	<p>Tier 1</p>		<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
<p>Character Education</p>	<p>Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis to support the social emotional learning needs of students. Teachers will utilize an instructional resource (True Success) to have conversations with students about behavioral expectations and how they can positively influence others. A consistent vocabulary and language will be used throughout the building by all staff. Professional development and implementation monitoring will occur.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program</p>	<p>Tier 1</p>		<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>Curriculum Director, Building Administration, Certified Staff, Paraprofessionals</p>

School Improvement Plan

Alpine Elementary School

<p>Kent School Services Network</p>	<p>Kent School Service Network partnership will be continued to provide additional behavioral and social/emotional support to our students. This partnership will improve truant student attendance, impact positively student behavior and learning as well as increase parent involvement by building partnerships with organizations in our community. Alpine Elementary will be supported by a school coordinator, mental health care clinician and a department of health and human services worker.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Materials, Extra Curricular, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>Administration, Certified Staff, KSSN Staff</p>
<p>Extended Day Learning Opportunities</p>	<p>Extended day learning opportunities will be provided so that additional support to students can be offered to who qualify in grades K-3. Support will be provided outside of the school day either before or after school during the second and third trimesters. Support will be based on performance data and reading and math skill development. Highly-qualified teachers will implement a research-based Tier II extended day program focused on phonics, phonemic awareness, fluency, vocabulary, comprehension, and content knowledge. It will build foundational skills required in reading to have success in the classroom independently. Instruction will include focus lessons, guided instruction, guided reading and collaborative learning experiences based on high interest texts.</p> <p>This includes providing extended day learning opportunities to our migrant students in the fall for grades K-5 from Title IC funds.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Other, Parent Involvement, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>Administration, Certified Staff</p>

School Improvement Plan

Alpine Elementary School

<p>Family Communication and Participation</p>	<p>Frequent communication from school will occur through the district/school website, classroom websites, school-wide email blasts, classroom emails to parents, phone calls and notes home. In addition, a variety of activities will be held before, during and after school to involve parents in their child's school experience (ex.- open house, field day, winter concert, talent show, young author's day, etc.).</p> <p>Our homeless liaison will connect with families who qualify as McKinney Vento/Family In Transition to ensure that appropriate school documents are obtained, transportation needs are met and means of communication throughout the year are established. In addition, our homeless liaison will reach out to families of our qualifying McKinney Vento/Family In transition students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>Administration, Certified Staff</p>
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School Improvement Plan

Alpine Elementary School

Multi-tiered System of Support (MTSS)	<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically, socially and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need (whether the need is academic, behavioral or social), (2) monitoring progress frequently to make decisions about changes in instruction, goals or individual learning/behavior plans (3) using data are to allocate resources to improve student learning and school readiness, (4) supporting staff implementation of effective instructional and behavioral support practices.</p> <p>Students will be grouped by ability for individualized instruction. Groups will be flexible to allow for movement in and out of various ability groups. Social skill groups, social work service and counseling will be leveraged to support student growth. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education staff, SEL (social emotional learning) staff and KSSN staff will be utilized to provide support as needed. MTSS meetings will be held throughout the year to monitor student progress and provide support to all service providers as well as the general education teacher. NWEA MAP data, Fountas and Pinnell, state assessment and district assessment data as well as behavioral referral data will be used to guide instruction and interventions.</p>	Direct Instruction, Walkthrough, Curriculum Development, Technology, Other, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program	Tier 2	Monitor	08/24/2020	06/11/2021	\$1	Administration, Certified Staff, Paraprofessionals
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School Improvement Plan

Alpine 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, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Professional Learning, Behavioral Support Program, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	Administration, Certified Staff
Character Education	Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis to support the social emotional learning needs of students. Teachers will utilize an instructional resource (True Success) to have conversations with students about behavioral expectations and how they can positively influence others. A consistent vocabulary and language will be used throughout the building by all staff. Professional development and implementation monitoring will occur.	Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Professional Learning, Behavioral Support Program	Tier 1		08/24/2020	06/11/2021	\$1	Curriculum Director, Building Administration, Certified Staff, Paraprofessionals

School Improvement Plan

Alpine 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, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	Administration, Certified Staff
Vocabulary Instruction	Teachers will build vocabulary through direct instruction of specific terms deemed necessary for concept comprehension. This includes pre-teaching and reviewing key words, posting vocabulary on word walls, emphasizing vocabulary on teacher lesson plans/learning targets and utilizing components/best practices from the S.I.O.P. (Sheltered Instruction Observation Protocol) Model for Instruction (ex. - insert method). Professional development will focus on the intentional instruction of vocabulary.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Other, Community Engagement, Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	Administration, Certified Staff

School Improvement Plan

Alpine Elementary School

<p>Kent School Service Network</p>	<p>Kent School Service Network partnership will be continued to provide additional behavioral and social/emotional support to our students. This partnership will improve truant student attendance, impact positively student behavior and learning as well as increase parent involvement by building partnerships with organizations in our community. Alpine Elementary will be supported by a school coordinator, mental health care clinician and a department of health and human services worker.</p>	<p>Supplemental Materials, Materials, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>Administration, Certified Staff</p>
<p>Stakeholder Voice</p>	<p>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). A family council will continue to be assembled to provide parent representatives to contribute to school improvement planning and other school related decisions.</p>	<p>Direct Instruction, Supplemental Materials, Curriculum Development, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$0</p>	<p>Administration, Certified Staff, Paraprofessionals</p>

School Improvement Plan

Alpine Elementary School

Learning Management System	Our learning management system, Canvas, will be further implemented so that it can be utilized as an instructional tool/resource to support academic, social and behavioral growth. Canvas will support our efforts to personalize learning.	Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning	Tier 1	Implement	08/24/2020	06/11/2021	\$1	Administration, Certified Staff, Paraprofessionals
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School Improvement Plan

Alpine Elementary School

Performance Assessments	Trained instructional staff will implement at least one performance assessment in their classroom during the school year to provide students with an opportunity to own their learning.	Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	Administration, Certified Staff
MAISA Writing Units	MAISA writing units will drive writing instruction across grades K-5. Teachers will plan using the MAISA resources to address grade level standards. Rubrics will be utilized to evaluate student writing. Professional development will be pursued for staff that have not been able to attend optional conferences or other trainings.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	Curriculum Director, Building Administration, Certified Staff

School Improvement Plan

Alpine Elementary School

<p>Stakeholder Voice</p>	<p>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).</p> <p>A family council will continue to be assembled to provide parent representatives to contribute to school improvement planning and other school related decisions.</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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School Improvement Plan

Alpine Elementary School

Vocabulary Instruction	Teachers will build vocabulary through direct instruction of specific terms deemed necessary for concept comprehension. This includes pre-teaching and reviewing key words, posting vocabulary on word walls, emphasizing vocabulary on teacher lesson plans/learning targets and utilizing components/best practices from the S.I.O.P. (Sheltered Instruction Observation Protocol) Model for Instruction (ex. - insert method). Professional development will focus on the intentional instruction of vocabulary.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	Administration, Certified Staff
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School Improvement Plan

Alpine Elementary School

<p>Parent Involvement Learning Night</p>	<p>Parents will have the opportunity to engage in their child's learning by attending at least one parent night that will be geared toward developing student reading and/or math skills. Parents will be able to participate in a variety of activities to learn specific strategies to help their child at home and make learning fun.</p>	<p>Direct Instruction, Materials, Curriculum Development, Extra Curricular, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
<p>Instructional Resources</p>	<p>A variety of instructional resources will be used with fidelity to support standard mastery in grades K-5. Kindergarten through 3rd grade will focus on using the MAISA Social Studies units, 4th grade will focus on using the materials from the Teaching Curriculum Institute and 5th grade will focus on using History Alive.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Community Engagement, Teacher Collaboration, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>Administration, Certified Staff</p>

School Improvement Plan

Alpine Elementary School

STEM	A fifth special known as STEM will be implemented deeper to develop students' critical thinking and creative problem solving. Students will be exposed to a variety of concepts in the fields of Science, Technology, Engineering and Mathematics. Instruction will focus on coding, electronics, design engineering and robotics. A multitude of technology standards will be covered.	Recruitment and Retention, Direct Instruction, Supplemental Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	Curriculum Director, Administration, Certified Staff
Expected Minutes of Instruction	General education classroom teachers in grades K-5 will spend a minimum of 75 minutes each day in the content area of reading with all students. Time will be devoted to developing schedules that allow for large blocks of ELA instruction to occur.	Direct Instruction, Technology, Teacher Collaboration, Academic Support Program	Tier 1	Evaluate	08/24/2020	06/11/2021	\$1	Classroom Teachers, Special Education Staff, Interventionists, EL Staff, Paraprofessionals, Specialists, Building Principal.

School Improvement Plan

Alpine Elementary School

<p>Parent Involvement Learning Night</p>	<p>Parents will have the opportunity to engage in their child's learning by attending at least one parent night that will be geared toward developing student reading and/or math skills. Parents will be able to participate in a variety of activities to learn specific strategies to help their child at home and make learning fun.</p>	<p>Direct Instruction, Supplemental Materials, Curriculum Development, Technology, Other, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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School Improvement Plan

Alpine Elementary School

<p>Family Communication and Participation</p>	<p>Frequent communication from school will occur through the district/school website, classroom websites, school-wide email blasts, classroom emails to parents, phone calls and notes home. In addition, a variety of activities will be held before, during and after school to involve parents in their child's school experience (ex.- open house, field day, winter concert, talent show, young author's day, etc.).</p> <p>Our homeless liaison will connect with families who qualify as McKinney Vento/Family In Transition to ensure that appropriate school documents are obtained, transportation needs are met and means of communication throughout the year are established. In addition, our homeless liaison will reach out to families of our qualifying McKinney Vento/Family In transition students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p>	<p>Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>Administration, Certified Staff</p>
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School Improvement Plan

Alpine Elementary School

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School Improvement Plan

Alpine Elementary School

<p>Performance Assessments</p>	<p>Trained instructional staff will implement at least one performance assessment in their classroom during the school year to provide students with an opportunity to own their learning.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Curriculum Development, Policy and Process, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
<p>Non-Fiction Texts</p>	<p>Teachers will use a variety of leveled non-fiction texts to teach scientific concepts. Teachers will provide reading accommodations and finding content at individual student reading levels. Test taking strategies will be embedded into instruction to help develop student confidence when taking district and state assessments.</p>	<p>Direct Instruction, Supplemental Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>Administration, Certified Staff</p>

School Improvement Plan

Alpine Elementary School

Multi-tiered System of Support (MTSS)	<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically, socially and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need (whether the need is academic, behavioral or social), (2) monitoring progress frequently to make decisions about changes in instruction, goals or individual learning/behavior plans (3) using data are to allocate resources to improve student learning and school readiness, (4) supporting staff implementation of effective instructional and behavioral support practices.</p> <p>Students will be grouped by ability for individualized instruction. Groups will be flexible to allow for movement in and out of various ability groups. Social skill groups, social work service and counseling will be leveraged to support student growth. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education staff, SEL (social emotional learning) staff and KSSN staff will be utilized to provide support as needed. MTSS meetings will be held throughout the year to monitor student progress and provide support to all service providers as well as the general education teacher. NWEA MAP data, Fountas and Pinnell, state assessment and district assessment data as well as behavioral referral data will be used to guide instruction and interventions.</p>	Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning	Tier 2	Monitor	08/24/2020	06/11/2021	\$1	Administration, Certified Staff, Paraprofessionals
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School Improvement Plan

Alpine Elementary School

Instructional Support	Instructional coaching will be provided to instructional staff. Coaching will focus on improving our workshop models/small group instruction in ELA and Math as well as implementing the early literacy and early math practices across all grades. Instructional coaches will be collaborating with staff and providing modeling. In addition, the instructional coach will support building teacher efficacy in utilizing our instructional framework (Gradual Release of Responsibility) and analyzing data using specific protocols. This will be done through coaching cycles, classroom learning labs and leveraging staff meeting, PLC meeting and other district time set aside for professional development.	Direct Instruction, Walkthrough, Supplemental Materials, Curriculum Development, Policy and Process, Teacher Collaboration, Behavioral Support Program, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	Instructional Staff, Instructional Coach, Building Principal, Director of Curriculum.
Junior Achievement	A partnership with Junior Achievement will be continued to build student knowledge related to our community and careers within it.	Career Preparation /Orientation	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	Building Principal KSSN School Coordinator Classroom Teachers

School Improvement Plan

Alpine 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, Walkthrough, Materials, Curriculum Development, Technology, Policy and Process, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	Administration, Certified Staff, Instructional Coach
Character Education	Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis to support the social emotional learning needs of students. Teachers will utilize an instructional resource (True Success) to have conversations with students about behavioral expectations and how they can positively influence others. A consistent vocabulary and language will be used throughout the building by all staff. Professional development and implementation monitoring will occur.	Direct Instruction, Supplemental Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	Curriculum Director, Building Administration, Certified Staff, Paraprofessionals

School Improvement Plan

Alpine Elementary School

Phonics First Dictation	Phonics First will continued to be implemented with fidelity. To improve student writing abilities, teacher will utilize the Phonics First dictation resources at the sentence and word level.	Direct Instruction, Supplemental Materials, Curriculum Development, Technology, Policy and Process, Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	Administration, Certified Staff
Performance Assessments	Trained instructional staff will implement at least one performance assessment in their classroom during the school year to provide students with an opportunity to own their learning.	Direct Instruction, Supplemental Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program	Tier 1	Implement	08/24/2020	06/11/2021	\$1	Administration, Certified Staff

Other

School Improvement Plan

Alpine Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Summer Intervention	Qualifying students will be provided with additional intervention over the summer to build reading skills and prevent summer regression.	Direct Instruction, Walkthrough, Supplemental Materials, Materials, Technology, Teacher Collaboration, Academic Support Program	Tier 2	Monitor	08/24/2020	06/11/2021	\$1	Administration, Certified Staff
Study Trips	A variety of study trips will be provided to students K-5 to provide our students with opportunities to engage with others in the community as well as learn about numerous concepts related to core content instruction.	Field Trip, Career Preparation /Orientation, Community Engagement	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	Building Principal Classroom Teachers PTO
Extended Day Learning Opportunities	<p>Extended day learning opportunities will be provided so that additional support to students can be offered to who qualify in grades K-3. Support will be provided outside of the school day either before or after school during the second and third trimesters. Support will be based on performance data and reading and math skill development. Highly-qualified teachers will implement a research-based Tier II extended day program focused on phonics, phonemic awareness, fluency, vocabulary, comprehension, and content knowledge. It will build foundational skills required in reading to have success in the classroom independently. Instruction will include focus lessons, guided instruction, guided reading and collaborative learning experiences based on high interest texts.</p> <p>This includes providing extended day learning opportunities to our migrant students in the fall for grades K-5 from Title IC funds.</p>	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Other, Parent Involvement, Teacher Collaboration, Behavioral Support Program, Academic Support Program	Tier 2	Monitor	08/24/2020	06/11/2021	\$1	Administration, Certified Staff

School Improvement Plan

Alpine Elementary School

Extended Day Learning Opportunities	<p>Extended day learning opportunities will be provided so that additional support to students can be offered to who qualify in grades K-3. Support will be provided outside of the school day either before or after school during the second and third trimesters. Support will be based on performance data and reading and math skill development. Highly-qualified teachers will implement a research-based Tier II extended day program focused on phonics, phonemic awareness, fluency, vocabulary, comprehension, and content knowledge. It will build foundational skills required in reading to have success in the classroom independently. Instruction will include focus lessons, guided instruction, guided reading and collaborative learning experiences based on high interest texts.</p> <p>This includes providing extended day learning opportunities to our migrant students in the fall for grades K-5 from Title IC funds.</p>	Direct Instruction, Walkthrough, Supplemental Materials, Materials, Technology, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Academic Support Program	Tier 2	Monitor	08/24/2020	06/11/2021	\$1	Administration, Certified Staff, Paraprofessionals
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Section 31a

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

Alpine Elementary School

Multi-Tiered System of Support (MTSS)	<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically, socially and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need (whether the need is academic, behavioral or social), (2) monitoring progress frequently to make decisions about changes in instruction, goals or individual learning/behavior plans (3) using data are to allocate resources to improve student learning and school readiness, (4) supporting staff implementation of effective instructional and behavioral support practices.</p> <p>Students will be grouped by ability for individualized instruction. Groups will be flexible to allow for movement in and out of various ability groups. Social skill groups, social work service and counseling will be leveraged to support student growth. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education staff, SEL (social emotional learning) staff and KSSN staff will be utilized to provide support as needed. MTSS meetings will be held throughout the year to monitor student progress and provide support to all service providers as well as the general education teacher. NWEA MAP data, Fountas and Pinnell, state assessment and district assessment data as well as behavioral referral data will be used to guide instruction and interventions.</p>	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program, Professional Learning, Academic Support Program	Tier 2	Monitor	08/24/2020	06/11/2021	\$1	Administration, Certified Staff, Paraprofessionals
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School Improvement Plan

Alpine Elementary School

<p>Parent Involvement Learning Night</p>	<p>Parents will have the opportunity to engage in their child's learning by attending at least one parent night that will be geared toward developing student reading and/or math skills. Parents will be able to participate in a variety of activities to learn specific strategies to help their child at home and make learning fun.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>Administration, Certified Staff, Paraprofessionals, EL Staff</p>
<p>STEM</p>	<p>A fifth special known as STEM will be implemented deeper to develop students' critical thinking and creative problem solving. This will target a variety of career and college readiness expectations. Students will be exposed to a variety of concepts in the fields of Science, Technology, Engineering and Mathematics. Instruction will focus on coding, electronics, design engineering and robotics. A multitude of technology standards will be covered.</p>	<p>Curriculum Development, Technology, Career Preparation/Orientation</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>Director of Curriculum Building Principal STEM Teacher</p>

School Improvement Plan

Alpine Elementary School

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<p>Summer Intervention</p>	<p>Qualifying students will be provided with additional intervention over the summer to build reading skills and prevent summer regression.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Materials, Technology, Teacher Collaboration, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>Administration, Certified Staff</p>

School Improvement Plan

Alpine Elementary School

<p>Parent Involvement Learning Night</p>	<p>Parents will have the opportunity to engage in their child's learning by attending at least one parent night that will be geared toward developing student reading and/or math skills. Parents will be able to participate in a variety of activities to learn specific strategies to help their child at home and make learning fun.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Other, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
<p>Kent School Services Network</p>	<p>Kent School Service Network partnership will be continued to provide additional behavioral and social/emotional support to our students. This partnership will improve truant student attendance, impact positively student behavior and learning as well as increase parent involvement by building partnerships with organizations in our community. Alpine Elementary will be supported by a school coordinator, mental health care clinician and a department of health and human services worker.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Materials, Extra Curricular, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>Administration, Certified Staff, KSSN Staff</p>

School Improvement Plan

Alpine Elementary School

Instructional Support	Instructional coaching will be provided to instructional staff. Coaching will focus on improving our workshop models/small group instruction in ELA and Math as well as implementing the early literacy and early math practices across all grades. Instructional coaches will be collaborating with staff and providing modeling. In addition, the instructional coach will support building teacher efficacy in utilizing our instructional framework (Gradual Release of Responsibility) and analyzing data using specific protocols. This will be done through coaching cycles, classroom learning labs and leveraging staff meeting, PLC meeting and other district time set aside for professional development.	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	Curriculum Director, Building Administration, Certified Staff
Extended Day Learning Opportunities	<p>Extended day learning opportunities will be provided so that additional support to students can be offered to who qualify in grades K-3. Support will be provided outside of the school day either before or after school during the second and third trimesters. Support will be based on performance data and reading and math skill development. Highly-qualified teachers will implement a research-based Tier II extended day program focused on phonics, phonemic awareness, fluency, vocabulary, comprehension, and content knowledge. It will build foundational skills required in reading to have success in the classroom independently. Instruction will include focus lessons, guided instruction, guided reading and collaborative learning experiences based on high interest texts.</p> <p>This includes providing extended day learning opportunities to our migrant students in the fall for grades K-5 from Title IC funds.</p>	Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Other, Parent Involvement, Teacher Collaboration, Behavioral Support Program, Academic Support Program	Tier 2	Monitor	08/24/2020	06/11/2021	\$1	Administration, Certified Staff

School Improvement Plan

Alpine Elementary School

STEM	A fifth special known as STEM will be implemented deeper to develop students' critical thinking and creative problem solving. Students will be exposed to a variety of concepts in the fields of Science, Technology, Engineering and Mathematics. Instruction will focus on coding, electronics, design engineering and robotics. A multitude of technology standards will be covered.	Recruitment and Retention, Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Academic Support Program	Tier 1	Monitor	08/24/2020	06/11/2021	\$1	Curriculum Director, Administration, Certified Staff
Extended Day Learning Opportunities	<p>Extended day learning opportunities will be provided so that additional support to students can be offered to who qualify in grades K-3. Support will be provided outside of the school day either before or after school during the second and third trimesters. Support will be based on performance data and reading and math skill development. Highly-qualified teachers will implement a research-based Tier II extended day program focused on phonics, phonemic awareness, fluency, vocabulary, comprehension, and content knowledge. It will build foundational skills required in reading to have success in the classroom independently. Instruction will include focus lessons, guided instruction, guided reading and collaborative learning experiences based on high interest texts.</p> <p>This includes providing extended day learning opportunities to our migrant students in the fall for grades K-5 from Title IC funds.</p>	Direct Instruction, Walkthrough, Supplemental Materials, Materials, Technology, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Academic Support Program	Tier 2	Monitor	08/24/2020	06/11/2021	\$1	Administration, Certified Staff, Paraprofessionals

School Improvement Plan

Alpine Elementary School

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School Improvement Plan

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School Improvement Plan

Alpine Elementary School

Summer Intervention	Qualifying students will be provided with additional intervention over the summer to build math skills and prevent summer regression.	Direct Instruction, Supplemental Materials, Curriculum Development, Technology, Policy and Process, Other, Parent Involvement, Teacher Collaboration, Behavioral Support Program, Academic Support Program	Tier 2	Monitor	08/24/2020	06/11/2021	\$1	Administration, Certified Staff
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Title I Part C

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

Alpine Elementary School

<p>Extended Day Learning Opportunities</p>	<p>Extended day learning opportunities will be provided so that additional support to students can be offered to who qualify in grades K-3. Support will be provided outside of the school day either before or after school during the second and third trimesters. Support will be based on performance data and reading and math skill development. Highly-qualified teachers will implement a research-based Tier II extended day program focused on phonics, phonemic awareness, fluency, vocabulary, comprehension, and content knowledge. It will build foundational skills required in reading to have success in the classroom independently. Instruction will include focus lessons, guided instruction, guided reading and collaborative learning experiences based on high interest texts.</p> <p>This includes providing extended day learning opportunities to our migrant students in the fall for grades K-5 from Title IC funds.</p>	<p>Direct Instruction, Walkthrough, Supplemental Materials, Materials, Technology, Policy and Process, Community Engagement, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
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School Improvement Plan

Alpine Elementary School

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School Improvement Plan

Alpine Elementary School

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School Improvement Plan

Alpine Elementary School

<p>Parent Involvement Learning Night</p>	<p>Parents will have the opportunity to engage in their child's learning by attending at least one parent night that will be geared toward developing student reading and/or math skills. Parents will be able to participate in a variety of activities to learn specific strategies to help their child at home and make learning fun.</p>	<p>Direct Instruction, Supplemental Materials, Technology, Policy and Process, Parent Involvement, Community Engagement, Teacher Collaboration, Professional Learning, Behavioral Support Program, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>Administration, Certified Staff, Paraprofessionals, EL Staff</p>
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School Improvement Plan

Alpine Elementary School

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School Improvement Plan

Alpine Elementary School

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School Improvement Plan

Alpine Elementary School

Multi-tiered System of Support (MTSS)	<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically, socially and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need (whether the need is academic, behavioral or social), (2) monitoring progress frequently to make decisions about changes in instruction, goals or individual learning/behavior plans (3) using data are to allocate resources to improve student learning and school readiness, (4) supporting staff implementation of effective instructional and behavioral support practices.</p> <p>Students will be grouped by ability for individualized instruction. Groups will be flexible to allow for movement in and out of various ability groups. Social skill groups, social work service and counseling will be leveraged to support student growth. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education staff, SEL (social emotional learning) staff and KSSN staff will be utilized to provide support as needed. MTSS meetings will be held throughout the year to monitor student progress and provide support to all service providers as well as the general education teacher. NWEA MAP data, Fountas and Pinnell, state assessment and district assessment data as well as behavioral referral data will be used to guide instruction and interventions.</p>	Direct Instruction, Materials, Curriculum Development, Policy and Process, Parent Involvement, Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Other, Community Engagement, Behavioral Support Program, Professional Learning	Tier 2	Monitor	08/24/2020	06/11/2021	\$1	Administration, Certified Staff, Paraprofessionals
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<p>Extended Day Learning Opportunities</p>	<p>Extended day learning opportunities will be provided so that additional support to students can be offered to who qualify in grades K-3. Support will be provided outside of the school day either before or after school during the second and third trimesters. Support will be based on performance data and reading and math skill development. Highly-qualified teachers will implement a research-based Tier II extended day program focused on phonics, phonemic awareness, fluency, vocabulary, comprehension, and content knowledge. It will build foundational skills required in reading to have success in the classroom independently. Instruction will include focus lessons, guided instruction, guided reading and collaborative learning experiences based on high interest texts.</p> <p>This includes providing extended day learning opportunities to our migrant students in the fall for grades K-5 from Title IC funds.</p>	<p>Direct Instruction, Supplemental Materials, Materials, Curriculum Development, Technology, Policy and Process, Other, Parent Involvement, Teacher Collaboration, Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/24/2020</p>	<p>06/11/2021</p>	<p>\$1</p>	<p>Administration, Certified Staff</p>
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