

# **School Improvement Plan 2019-2020**

Alpine Elementary School

Kenowa Hills Public Schools

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# Overview

**Plan Name**

School Improvement Plan 2019-2020

**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: 8 Strategies: 4 Activities: 18	Academic	\$27
2	All students at Alpine Elementary will become proficient writers.	Objectives: 11 Strategies: 4 Activities: 14	Academic	\$18
3	All students at Alpine Elementary will develop proficient math skills.	Objectives: 13 Strategies: 4 Activities: 18	Academic	\$19
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:

60% of Third, Fourth and Fifth grade 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 (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

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.	Academic Support Program, Direct Instruction, Materials, Technology	Tier 1	Monitor	08/27/2019	06/05/2020	\$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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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.	Academic Support Program, Direct Instruction, Teacher Collaboration, Technology	Tier 1	Evaluate	08/27/2019	06/05/2020	\$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. The coaching will focus on improving our workshop models in ELA and Math. Instructional coaches will be providing modeling to staff, collaborating regularly and facilitating classroom learning labs.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$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 and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.).</p> <p>Supplemental Materials, Other, Community Engagement, Behavioral Support Program, Materials, Direct Instruction, Technology, Policy and Process, Teacher Collaboration, Academic Support Program</p> <p>Tier 1 Monitor 08/28/2017 06/08/2018 \$5</p> <p>Title I Part A, Title III, Title I Part C, General Fund, Section 31a, Title I Part C</p> <p>Administration, Certified Staff, KSSN Staff, Paraprofessionals.</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. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education 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 will be used to guide instruction. Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.</p>	<p>Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Technology, Behavioral Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/27/2019</p>	<p>06/05/2020</p>	<p>\$5</p>	<p>Title I Part A, General Fund, Title III, Section 31a, Title I Part C</p>	<p>Administration, Certified Staff, KSSN 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
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Qualifying students will be provided with additional intervention over the summer to build reading skills and prevent summer regression.	Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Technology	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	Administration, Certified Staff
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Activity - Kent School Services 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.	Policy and Process, Extra Curricular, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Community Engagement, Behavioral Support Program	Tier 2		08/27/2019	06/05/2020	\$2	Section 31a, General Fund	Administration, Certified Staff, KSSN Staff

Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Extended day learning opportunities will be provided to students so that additional support to students can be offered to who qualify. Support will be provided outside of the school day either before or after school and 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 math and reading to have success in the classroom independently. Instruction will include focus lessons, guided instruction, collaborative learning experiences, and projects based on high interest texts.	Policy and Process, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	Administration, Certified Staff, Paraprofessionals
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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Activity - Phonics First Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>School Improvement Plan 2017-2018 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. Materials, Direct Instruction, Policy and Process, Teacher Collaboration, Academic Support Program, Parent Involvement, Supplemental Materials, Curriculum Development, Other, Community Engagement, Behavioral Support Program, Technology, Professional Learning Tier 1 Monitor 08/21/2017 06/08/2018 \$1 General Fund Administration, Certified Staff Activity - Phonics First Instruction Activity Type Tier Tier 1 Phase Monitor Begin Date 08/28/2017 End Date 06/08/2018 Resource Assigned Source Of Funding Staff Responsible Teachers in grades K-2 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>Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Professional Learning</p>	<p>Tier 1</p>		<p>08/27/2019</p>	<p>06/05/2020</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

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Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop).	Academic Support Program, Direct Instruction, Walkthrough, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Supplemental Materials, Teacher Collaboration, Community Engagement, Recruitment and Retention	Tier 1		08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Book Bags	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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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.	Policy and Process, Academic Support Program, Parent Involvement, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$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 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.	Policy and Process, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$5	Title III, General Fund, Title I Part C, Title I Part A, Section 31a	Administration, Certified Staff, Paraprofessionals, EL Staff

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Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<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 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 students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p>	Policy and Process, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Consistent procedures and expectations will be consistent across the building. 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.	Academic Support Program, Direct Instruction, Walkthrough, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
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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. 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.	Academic Support Program, Direct Instruction, Walkthrough, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Implement	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Special Education Staff, Support Staff
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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



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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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Walkthrough, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$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

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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 - Proficiency Scales and Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will utilize proficiency scales and rubrics to assess student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Professional Learning, Behavioral Support Program	Tier 1	Implement	08/27/2019	06/05/2020	\$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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Our learning management system, Empower, will continue to be utilized to report on student mastery of concepts in all content areas. Evidences of learning and assessment will be used to report out on grade level standards using Empower. Student data will be collected by teaching staff and accessed by teaching staff and parents. Student progress will be tracked from year to year. Adjustment to instruction will be made based on student progress.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Walkthrough, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Support Staff
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**Measurable Objective 2:**

53% of Third grade Hispanic or Latino 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.

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Tier: Tier 1

**School Improvement Plan 2019-2020**

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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.	Academic Support Program, Direct Instruction, Materials, Technology	Tier 1	Monitor	08/27/2019	06/05/2020	\$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.	Academic Support Program, Direct Instruction, Teacher Collaboration, Technology	Tier 1	Evaluate	08/27/2019	06/05/2020	\$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

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Instructional coaching will be provided to instructional staff. The coaching will focus on improving our workshop models in ELA and Math. Instructional coaches will be providing modeling to staff, collaborating regularly and facilitating classroom learning labs.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$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 and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.).</p> <p>Supplemental Materials, Other, Community Engagement, Behavioral Support Program, Materials, Direct Instruction, Technology, Policy and Process, Teacher Collaboration, Academic Support Program</p> <p>Tier 1</p> <p>Monitor</p> <p>08/28/2017</p> <p>06/08/2018</p> <p>\$5</p> <p>Title I Part A, Title III, Title I Part C, General Fund, Section 31a Administration, Certified Staff, KSSN Staff, Paraprofessionals</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. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education 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 will be used to guide instruction. Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.</p>	<p>Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Technology, Behavioral Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/27/2019</p>	<p>06/05/2020</p>	<p>\$5</p>	<p>Section 31a, General Fund, Title I Part C, Title I Part A, Title III</p>	<p>Administration, Certified Staff, KSSN 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
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Qualifying students will be provided with additional intervention over the summer to build reading skills and prevent summer regression.	Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Technology	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	Administration, Certified Staff
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Activity - Kent School Services 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.	Policy and Process, Extra Curricular, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Community Engagement, Behavioral Support Program	Tier 2		08/27/2019	06/05/2020	\$2	Section 31a, General Fund	Administration, Certified Staff, KSSN Staff

Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# School Improvement Plan 2019-2020

Alpine Elementary School

Extended day learning opportunities will be provided to students so that additional support to students can be offered to who qualify. Support will be provided outside of the school day either before or after school and 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 math and reading to have success in the classroom independently. Instruction will include focus lessons, guided instruction, collaborative learning experiences, and projects based on high interest texts.	Policy and Process, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	Administration, Certified Staff, Paraprofessionals
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



**School Improvement Plan 2019-2020**

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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Activity - Phonics First Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# School Improvement Plan 2019-2020

Alpine Elementary School

<p>School Improvement Plan 2017-2018 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. Materials, Direct Instruction, Policy and Process, Teacher Collaboration, Academic Support Program, Parent Involvement, Supplemental Materials, Curriculum Development, Other, Community Engagement, Behavioral Support Program, Technology, Professional Learning Tier 1 Monitor 08/21/2017 06/08/2018 \$1 General Fund Administration, Certified Staff Activity - Phonics First Instruction Activity Type Tier Tier 1 Phase Monitor Begin Date 08/28/2017 End Date 06/08/2018 Resource Assigned Source Of Funding Staff Responsible Teachers in grades K-2 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>Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Professional Learning</p>	<p>Tier 1</p>		<p>08/27/2019</p>	<p>06/05/2020</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

# School Improvement Plan 2019-2020

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop).	Academic Support Program, Direct Instruction, Walkthrough, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Supplemental Materials, Teacher Collaboration, Community Engagement, Recruitment and Retention	Tier 1		08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Book Bags	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

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.	Policy and Process, Academic Support Program, Parent Involvement, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$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 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.	Policy and Process, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$5	Title I Part C, Title III, Section 31a, General Fund, Title I Part A	Administration, Certified Staff, Paraprofessionals, EL Staff

**School Improvement Plan 2019-2020**

Alpine Elementary School

Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<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 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 students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p>	Policy and Process, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

Alpine Elementary School

Consistent procedures and expectations will be consistent across the building. 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.	Academic Support Program, Direct Instruction, Walkthrough, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
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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 2019-2020**

Alpine Elementary School

Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis. 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.	Academic Support Program, Direct Instruction, Walkthrough, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Implement	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Special Education Staff, Support Staff
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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 2019-2020**

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Walkthrough, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$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



**School Improvement Plan 2019-2020**

Alpine Elementary School

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 - Proficiency Scales and Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will utilize proficiency scales and rubrics to assess student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Professional Learning, Behavioral Support Program	Tier 1	Implement	08/27/2019	06/05/2020	\$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 2019-2020**

Alpine Elementary School

Our learning management system, Empower, will continue to be utilized to report on student mastery of concepts in all content areas. Evidences of learning and assessment will be used to report out on grade level standards using Empower. Student data will be collected by teaching staff and accessed by teaching staff and parents. Student progress will be tracked from year to year. Adjustment to instruction will be made based on student progress.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Walkthrough, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Support Staff
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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 06/07/2019 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 2019-2020**

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.	Academic Support Program, Direct Instruction, Materials, Technology	Tier 1	Monitor	08/27/2019	06/05/2020	\$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.	Academic Support Program, Direct Instruction, Teacher Collaboration, Technology	Tier 1	Evaluate	08/27/2019	06/05/2020	\$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
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**School Improvement Plan 2019-2020**

Alpine Elementary School

Instructional coaching will be provided to instructional staff. The coaching will focus on improving our workshop models in ELA and Math. Instructional coaches will be providing modeling to staff, collaborating regularly and facilitating classroom learning labs.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Instructional Staff, Instructional Coach, Building Principal, Director of Curriculum.
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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 2019-2020

Alpine Elementary School

<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.).</p> <p>Supplemental Materials, Other, Community Engagement, Behavioral Support Program, Materials, Direct Instruction, Technology, Policy and Process, Teacher Collaboration, Academic Support Program</p> <p>Tier 1 Monitor 08/28/2017 06/08/2018 \$5</p> <p>Title I Part A, Title III, Title I Part C, General Fund, Section 31a Administration, Certified Staff, KSSN Staff, Paraprofessionals</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. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education 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 will be used to guide instruction. Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.</p>	<p>Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Technology, Behavioral Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/27/2019</p>	<p>06/05/2020</p>	<p>\$5</p>	<p>General Fund, Section 31a, Title I Part A, Title I Part C, Title III</p>	<p>Administration, Certified Staff, KSSN 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
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# School Improvement Plan 2019-2020

Alpine Elementary School

Qualifying students will be provided with additional intervention over the summer to build reading skills and prevent summer regression.	Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Technology	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	Administration, Certified Staff
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Activity - Kent School Services 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.	Policy and Process, Extra Curricular, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Community Engagement, Behavioral Support Program	Tier 2		08/27/2019	06/05/2020	\$2	Section 31a, General Fund	Administration, Certified Staff, KSSN Staff

Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan 2019-2020**

Alpine Elementary School

Extended day learning opportunities will be provided to students so that additional support to students can be offered to who qualify. Support will be provided outside of the school day either before or after school and 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 math and reading to have success in the classroom independently. Instruction will include focus lessons, guided instruction, collaborative learning experiences, and projects based on high interest texts.	Policy and Process, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	Administration, Certified Staff, Paraprofessionals
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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Activity - Phonics First Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan 2019-2020

Alpine Elementary School

<p>School Improvement Plan 2017-2018 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. Materials, Direct Instruction, Policy and Process, Teacher Collaboration, Academic Support Program, Parent Involvement, Supplemental Materials, Curriculum Development, Other, Community Engagement, Behavioral Support Program, Technology, Professional Learning Tier 1 Monitor 08/21/2017 06/08/2018 \$1 General Fund Administration, Certified Staff Activity - Phonics First Instruction Activity Type Tier Tier 1 Phase Monitor Begin Date 08/28/2017 End Date 06/08/2018 Resource Assigned Source Of Funding Staff Responsible Teachers in grades K-2 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>Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Professional Learning</p>	<p>Tier 1</p>		<p>08/27/2019</p>	<p>06/05/2020</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

# School Improvement Plan 2019-2020

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop).	Academic Support Program, Direct Instruction, Walkthrough, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Supplemental Materials, Teacher Collaboration, Community Engagement, Recruitment and Retention	Tier 1		08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Book Bags	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

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.	Policy and Process, Academic Support Program, Parent Involvement, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$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 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.	Policy and Process, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$5	Title I Part A, Title III, Section 31a, General Fund, Title I Part C	Administration, Certified Staff, Paraprofessionals, EL Staff

**School Improvement Plan 2019-2020**

Alpine Elementary School

Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<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 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 students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p>	Policy and Process, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

Alpine Elementary School

Consistent procedures and expectations will be consistent across the building. 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.	Academic Support Program, Direct Instruction, Walkthrough, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis. 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.	Academic Support Program, Direct Instruction, Walkthrough, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Implement	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Special Education Staff, Support Staff
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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 2019-2020**

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Walkthrough, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$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

**School Improvement Plan 2019-2020**

Alpine Elementary School

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 - Proficiency Scales and Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will utilize proficiency scales and rubrics to assess student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Professional Learning, Behavioral Support Program	Tier 1	Implement	08/27/2019	06/05/2020	\$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 2019-2020**

Alpine Elementary School

Our learning management system, Empower, will continue to be utilized to report on student mastery of concepts in all content areas. Evidences of learning and assessment will be used to report out on grade level standards using Empower. Student data will be collected by teaching staff and accessed by teaching staff and parents. Student progress will be tracked from year to year. Adjustment to instruction will be made based on student progress.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Walkthrough, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Support Staff
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**Measurable Objective 4:**

57% of Fourth grade Male 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 2019-2020**

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.	Academic Support Program, Direct Instruction, Materials, Technology	Tier 1	Monitor	08/27/2019	06/05/2020	\$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.	Academic Support Program, Direct Instruction, Teacher Collaboration, Technology	Tier 1	Evaluate	08/27/2019	06/05/2020	\$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
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**School Improvement Plan 2019-2020**

Alpine Elementary School

Instructional coaching will be provided to instructional staff. The coaching will focus on improving our workshop models in ELA and Math. Instructional coaches will be providing modeling to staff, collaborating regularly and facilitating classroom learning labs.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$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

# School Improvement Plan 2019-2020

Alpine Elementary School

<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.).</p> <p>Supplemental Materials, Other, Community Engagement, Behavioral Support Program, Materials, Direct Instruction, Technology, Policy and Process, Teacher Collaboration, Academic Support Program</p> <p>Tier 1</p> <p>Monitor</p> <p>08/28/2017</p> <p>06/08/2018</p> <p>\$5</p> <p>Title I Part A, Title III, Title I Part C, General Fund, Section 31a</p> <p>Administration, Certified Staff, KSSN Staff, Paraprofessionals</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. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education 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 will be used to guide instruction. Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.</p>	<p>Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Technology, Behavioral Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/27/2019</p>	<p>06/05/2020</p>	<p>\$5</p>	<p>Title III, Title I Part A, Section 31a, Title I Part C, General Fund</p>	<p>Administration, Certified Staff, KSSN 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
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# School Improvement Plan 2019-2020

Alpine Elementary School

Qualifying students will be provided with additional intervention over the summer to build reading skills and prevent summer regression.	Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Technology	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	Administration, Certified Staff
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Activity - Kent School Services 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.	Policy and Process, Extra Curricular, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Community Engagement, Behavioral Support Program	Tier 2		08/27/2019	06/05/2020	\$2	General Fund, Section 31a	Administration, Certified Staff, KSSN Staff

Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan 2019-2020**

Alpine Elementary School

Extended day learning opportunities will be provided to students so that additional support to students can be offered to who qualify. Support will be provided outside of the school day either before or after school and 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 math and reading to have success in the classroom independently. Instruction will include focus lessons, guided instruction, collaborative learning experiences, and projects based on high interest texts.	Policy and Process, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	Administration, Certified Staff, Paraprofessionals
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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Activity - Phonics First Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# School Improvement Plan 2019-2020

Alpine Elementary School

<p>School Improvement Plan 2017-2018 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. Materials, Direct Instruction, Policy and Process, Teacher Collaboration, Academic Support Program, Parent Involvement, Supplemental Materials, Curriculum Development, Other, Community Engagement, Behavioral Support Program, Technology, Professional Learning Tier 1 Monitor 08/21/2017 06/08/2018 \$1 General Fund Administration, Certified Staff Activity - Phonics First Instruction Activity Type Tier Tier 1 Phase Monitor Begin Date 08/28/2017 End Date 06/08/2018 Resource Assigned Source Of Funding Staff Responsible Teachers in grades K-2 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>Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Professional Learning</p>	<p>Tier 1</p>		<p>08/27/2019</p>	<p>06/05/2020</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



# School Improvement Plan 2019-2020

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop).	Academic Support Program, Direct Instruction, Walkthrough, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Supplemental Materials, Teacher Collaboration, Community Engagement, Recruitment and Retention	Tier 1		08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Book Bags	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

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.	Policy and Process, Academic Support Program, Parent Involvement, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$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 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.	Policy and Process, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$5	Title I Part A, General Fund, Title III, Title I Part C, Section 31a	Administration, Certified Staff, Paraprofessionals, EL Staff

# School Improvement Plan 2019-2020

Alpine Elementary School

Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<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 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 students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p>	Policy and Process, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

Consistent procedures and expectations will be consistent across the building. 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.	Academic Support Program, Direct Instruction, Walkthrough, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis. 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.	Academic Support Program, Direct Instruction, Walkthrough, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Implement	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Special Education Staff, Support Staff
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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

# School Improvement Plan 2019-2020

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Walkthrough, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$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

**School Improvement Plan 2019-2020**

Alpine Elementary School

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 - Proficiency Scales and Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will utilize proficiency scales and rubrics to assess student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Professional Learning, Behavioral Support Program	Tier 1	Implement	08/27/2019	06/05/2020	\$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 2019-2020**

Alpine Elementary School

Our learning management system, Empower, will continue to be utilized to report on student mastery of concepts in all content areas. Evidences of learning and assessment will be used to report out on grade level standards using Empower. Student data will be collected by teaching staff and accessed by teaching staff and parents. Student progress will be tracked from year to year. Adjustment to instruction will be made based on student progress.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Walkthrough, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Support Staff
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**Measurable Objective 5:**

30% of Fourth grade English Learners 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 2019-2020

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.	Academic Support Program, Direct Instruction, Materials, Technology	Tier 1	Monitor	08/27/2019	06/05/2020	\$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.	Academic Support Program, Direct Instruction, Teacher Collaboration, Technology	Tier 1	Evaluate	08/27/2019	06/05/2020	\$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 2019-2020

Alpine Elementary School

Instructional coaching will be provided to instructional staff. The coaching will focus on improving our workshop models in ELA and Math. Instructional coaches will be providing modeling to staff, collaborating regularly and facilitating classroom learning labs.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Instructional Staff, Instructional Coach, Building Principal, Director of Curriculum.
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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 2019-2020

Alpine Elementary School

<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.).</p> <p>Supplemental Materials, Other, Community Engagement, Behavioral Support Program, Materials, Direct Instruction, Technology, Policy and Process, Teacher Collaboration, Academic Support Program</p> <p>Tier 1</p> <p>Monitor</p> <p>08/28/2017</p> <p>06/08/2018</p> <p>\$5</p> <p>Title I Part A, Title III, Title I Part C, General Fund, Section 31a</p> <p>Administration, Certified Staff, KSSN Staff, Paraprofessionals</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. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education 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 will be used to guide instruction. Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.</p>	<p>Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Technology, Behavioral Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/27/2019</p>	<p>06/05/2020</p>	<p>\$5</p>	<p>Title III, Title I Part C, Section 31a, General Fund, Title I Part A</p>	<p>Administration, Certified Staff, KSSN 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
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# School Improvement Plan 2019-2020

Alpine Elementary School

Qualifying students will be provided with additional intervention over the summer to build reading skills and prevent summer regression.	Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Technology	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	Administration, Certified Staff
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Activity - Kent School Services 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.	Policy and Process, Extra Curricular, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Community Engagement, Behavioral Support Program	Tier 2		08/27/2019	06/05/2020	\$2	General Fund, Section 31a	Administration, Certified Staff, KSSN Staff

Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan 2019-2020**

Alpine Elementary School

Extended day learning opportunities will be provided to students so that additional support to students can be offered to who qualify. Support will be provided outside of the school day either before or after school and 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 math and reading to have success in the classroom independently. Instruction will include focus lessons, guided instruction, collaborative learning experiences, and projects based on high interest texts.	Policy and Process, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	Administration, Certified Staff, Paraprofessionals
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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Activity - Phonics First Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan 2019-2020

Alpine Elementary School

<p>School Improvement Plan 2017-2018 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. Materials, Direct Instruction, Policy and Process, Teacher Collaboration, Academic Support Program, Parent Involvement, Supplemental Materials, Curriculum Development, Other, Community Engagement, Behavioral Support Program, Technology, Professional Learning Tier 1 Monitor 08/21/2017 06/08/2018 \$1 General Fund Administration, Certified Staff Activity - Phonics First Instruction Activity Type Tier Tier 1 Phase Monitor Begin Date 08/28/2017 End Date 06/08/2018 Resource Assigned Source Of Funding Staff Responsible Teachers in grades K-2 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>Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Professional Learning</p>	<p>Tier 1</p>		<p>08/27/2019</p>	<p>06/05/2020</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

# School Improvement Plan 2019-2020

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop).	Academic Support Program, Direct Instruction, Walkthrough, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Supplemental Materials, Teacher Collaboration, Community Engagement, Recruitment and Retention	Tier 1		08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Book Bags	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



# School Improvement Plan 2019-2020

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.	Policy and Process, Academic Support Program, Parent Involvement, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$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 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.	Policy and Process, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$5	Title I Part A, General Fund, Section 31a, Title III, Title I Part C	Administration, Certified Staff, Paraprofessionals, EL Staff

# School Improvement Plan 2019-2020

Alpine Elementary School

Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<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 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 students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p>	Policy and Process, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

Consistent procedures and expectations will be consistent across the building. 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.	Academic Support Program, Direct Instruction, Walkthrough, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan 2019-2020

Alpine Elementary School

Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis. 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.	Academic Support Program, Direct Instruction, Walkthrough, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Implement	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Special Education Staff, Support Staff
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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 2019-2020

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Walkthrough, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$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

**School Improvement Plan 2019-2020**

Alpine Elementary School

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 - Proficiency Scales and Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will utilize proficiency scales and rubrics to assess student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Professional Learning, Behavioral Support Program	Tier 1	Implement	08/27/2019	06/05/2020	\$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 2019-2020**

Alpine Elementary School

Our learning management system, Empower, will continue to be utilized to report on student mastery of concepts in all content areas. Evidences of learning and assessment will be used to report out on grade level standards using Empower. Student data will be collected by teaching staff and accessed by teaching staff and parents. Student progress will be tracked from year to year. Adjustment to instruction will be made based on student progress.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Walkthrough, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Support Staff
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**Measurable Objective 6:**

30% of Fourth 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 2019-2020**

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.	Academic Support Program, Direct Instruction, Materials, Technology	Tier 1	Monitor	08/27/2019	06/05/2020	\$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.	Academic Support Program, Direct Instruction, Teacher Collaboration, Technology	Tier 1	Evaluate	08/27/2019	06/05/2020	\$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
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**School Improvement Plan 2019-2020**

Alpine Elementary School

Instructional coaching will be provided to instructional staff. The coaching will focus on improving our workshop models in ELA and Math. Instructional coaches will be providing modeling to staff, collaborating regularly and facilitating classroom learning labs.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$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

# School Improvement Plan 2019-2020

Alpine Elementary School

<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.).</p> <p>Supplemental Materials, Other, Community Engagement, Behavioral Support Program, Materials, Direct Instruction, Technology, Policy and Process, Teacher Collaboration, Academic Support Program</p> <p>Tier 1 Monitor 08/28/2017 06/08/2018 \$5</p> <p>Title I Part A, Title III, Title I Part C, General Fund, Section 31a Administration, Certified Staff, KSSN Staff, Paraprofessionals</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. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education 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 will be used to guide instruction. Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.</p>	<p>Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Technology, Behavioral Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/27/2019</p>	<p>06/05/2020</p>	<p>\$5</p>	<p>General Fund, Title III, Section 31a, Title I Part C, Title I Part A</p>	<p>Administration, Certified Staff, KSSN 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
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# School Improvement Plan 2019-2020

Alpine Elementary School

Qualifying students will be provided with additional intervention over the summer to build reading skills and prevent summer regression.	Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Technology	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	Administration, Certified Staff
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Activity - Kent School Services 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.	Policy and Process, Extra Curricular, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Community Engagement, Behavioral Support Program	Tier 2		08/27/2019	06/05/2020	\$2	General Fund, Section 31a	Administration, Certified Staff, KSSN Staff

Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# School Improvement Plan 2019-2020

Alpine Elementary School

Extended day learning opportunities will be provided to students so that additional support to students can be offered to who qualify. Support will be provided outside of the school day either before or after school and 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 math and reading to have success in the classroom independently. Instruction will include focus lessons, guided instruction, collaborative learning experiences, and projects based on high interest texts.	Policy and Process, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	Administration, Certified Staff, Paraprofessionals
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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Activity - Phonics First Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# School Improvement Plan 2019-2020

Alpine Elementary School

<p>School Improvement Plan 2017-2018 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. Materials, Direct Instruction, Policy and Process, Teacher Collaboration, Academic Support Program, Parent Involvement, Supplemental Materials, Curriculum Development, Other, Community Engagement, Behavioral Support Program, Technology, Professional Learning Tier 1 Monitor 08/21/2017 06/08/2018 \$1 General Fund Administration, Certified Staff Activity - Phonics First Instruction Activity Type Tier Tier 1 Phase Monitor Begin Date 08/28/2017 End Date 06/08/2018 Resource Assigned Source Of Funding Staff Responsible Teachers in grades K-2 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>Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Professional Learning</p>	<p>Tier 1</p>		<p>08/27/2019</p>	<p>06/05/2020</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

# School Improvement Plan 2019-2020

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop).	Academic Support Program, Direct Instruction, Walkthrough, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Supplemental Materials, Teacher Collaboration, Community Engagement, Recruitment and Retention	Tier 1		08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Book Bags	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

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.	Policy and Process, Academic Support Program, Parent Involvement, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$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 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.	Policy and Process, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$5	General Fund, Title III, Title I Part C, Title I Part A, Section 31a	Administration, Certified Staff, Paraprofessionals, EL Staff



**School Improvement Plan 2019-2020**

Alpine Elementary School

Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<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 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 students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p>	Policy and Process, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

Alpine Elementary School

Consistent procedures and expectations will be consistent across the building. 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.	Academic Support Program, Direct Instruction, Walkthrough, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

Alpine Elementary School

Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis. 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.	Academic Support Program, Direct Instruction, Walkthrough, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Implement	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Special Education Staff, Support Staff
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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 2019-2020**

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Walkthrough, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$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

**School Improvement Plan 2019-2020**

Alpine Elementary School

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 - Proficiency Scales and Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will utilize proficiency scales and rubrics to assess student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Professional Learning, Behavioral Support Program	Tier 1	Implement	08/27/2019	06/05/2020	\$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 2019-2020**

Alpine Elementary School

Our learning management system, Empower, will continue to be utilized to report on student mastery of concepts in all content areas. Evidences of learning and assessment will be used to report out on grade level standards using Empower. Student data will be collected by teaching staff and accessed by teaching staff and parents. Student progress will be tracked from year to year. Adjustment to instruction will be made based on student progress.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Walkthrough, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Support Staff
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**Measurable Objective 7:**

51% of Fifth grade Hispanic or Latino 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 2019-2020**

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.	Academic Support Program, Direct Instruction, Materials, Technology	Tier 1	Monitor	08/27/2019	06/05/2020	\$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.	Academic Support Program, Direct Instruction, Teacher Collaboration, Technology	Tier 1	Evaluate	08/27/2019	06/05/2020	\$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 2019-2020**

Alpine Elementary School

Instructional coaching will be provided to instructional staff. The coaching will focus on improving our workshop models in ELA and Math. Instructional coaches will be providing modeling to staff, collaborating regularly and facilitating classroom learning labs.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Instructional Staff, Instructional Coach, Building Principal, Director of Curriculum.
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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 2019-2020

Alpine Elementary School

<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.).</p> <p>Supplemental Materials, Other, Community Engagement, Behavioral Support Program, Materials, Direct Instruction, Technology, Policy and Process, Teacher Collaboration, Academic Support Program</p> <p>Tier 1</p> <p>Monitor</p> <p>08/28/2017</p> <p>06/08/2018</p> <p>\$5</p> <p>Title I Part A, Title III, Title I Part C, General Fund, Section 31a Administration, Certified Staff, KSSN Staff, Paraprofessionals</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. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education 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 will be used to guide instruction. Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.</p>	<p>Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Technology, Behavioral Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/27/2019</p>	<p>06/05/2020</p>	<p>\$5</p>	<p>General Fund, Section 31a, Title I Part C, Title I Part A, Title III</p>	<p>Administration, Certified Staff, KSSN 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
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**School Improvement Plan 2019-2020**

Alpine Elementary School

Qualifying students will be provided with additional intervention over the summer to build reading skills and prevent summer regression.	Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Technology	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	Administration, Certified Staff
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Activity - Kent School Services 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.	Policy and Process, Extra Curricular, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Community Engagement, Behavioral Support Program	Tier 2		08/27/2019	06/05/2020	\$2	General Fund, Section 31a	Administration, Certified Staff, KSSN Staff

Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan 2019-2020**

Alpine Elementary School

Extended day learning opportunities will be provided to students so that additional support to students can be offered to who qualify. Support will be provided outside of the school day either before or after school and 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 math and reading to have success in the classroom independently. Instruction will include focus lessons, guided instruction, collaborative learning experiences, and projects based on high interest texts.	Policy and Process, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	Administration, Certified Staff, Paraprofessionals
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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Activity - Phonics First Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# School Improvement Plan 2019-2020

Alpine Elementary School

<p>School Improvement Plan 2017-2018 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. Materials, Direct Instruction, Policy and Process, Teacher Collaboration, Academic Support Program, Parent Involvement, Supplemental Materials, Curriculum Development, Other, Community Engagement, Behavioral Support Program, Technology, Professional Learning Tier 1 Monitor 08/21/2017 06/08/2018 \$1 General Fund Administration, Certified Staff Activity - Phonics First Instruction Activity Type Tier Tier 1 Phase Monitor Begin Date 08/28/2017 End Date 06/08/2018 Resource Assigned Source Of Funding Staff Responsible Teachers in grades K-2 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>Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Professional Learning</p>	<p>Tier 1</p>		<p>08/27/2019</p>	<p>06/05/2020</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

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Tier: Tier 1

# School Improvement Plan 2019-2020

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop).	Academic Support Program, Direct Instruction, Walkthrough, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Supplemental Materials, Teacher Collaboration, Community Engagement, Recruitment and Retention	Tier 1		08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Book Bags	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

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.	Policy and Process, Academic Support Program, Parent Involvement, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$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 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.	Policy and Process, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$5	Section 31a, Title I Part A, General Fund, Title III, Title I Part C	Administration, Certified Staff, Paraprofessionals, EL Staff

# School Improvement Plan 2019-2020

Alpine Elementary School

Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<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 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 students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p>	Policy and Process, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



**School Improvement Plan 2019-2020**

Alpine Elementary School

Consistent procedures and expectations will be consistent across the building. 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.	Academic Support Program, Direct Instruction, Walkthrough, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

Alpine Elementary School

Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis. 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.	Academic Support Program, Direct Instruction, Walkthrough, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Implement	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Special Education Staff, Support Staff
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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

**School Improvement Plan 2019-2020**

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Walkthrough, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$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

**School Improvement Plan 2019-2020**

Alpine Elementary School

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 - Proficiency Scales and Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will utilize proficiency scales and rubrics to assess student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Professional Learning, Behavioral Support Program	Tier 1	Implement	08/27/2019	06/05/2020	\$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 2019-2020**

Alpine Elementary School

Our learning management system, Empower, will continue to be utilized to report on student mastery of concepts in all content areas. Evidences of learning and assessment will be used to report out on grade level standards using Empower. Student data will be collected by teaching staff and accessed by teaching staff and parents. Student progress will be tracked from year to year. Adjustment to instruction will be made based on student progress.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Walkthrough, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Support Staff
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**Measurable Objective 8:**

55% of Fifth grade Male 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 2019-2020

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.	Academic Support Program, Direct Instruction, Materials, Technology	Tier 1	Monitor	08/27/2019	06/05/2020	\$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.	Academic Support Program, Direct Instruction, Teacher Collaboration, Technology	Tier 1	Evaluate	08/27/2019	06/05/2020	\$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 2019-2020**

Alpine Elementary School

Instructional coaching will be provided to instructional staff. The coaching will focus on improving our workshop models in ELA and Math. Instructional coaches will be providing modeling to staff, collaborating regularly and facilitating classroom learning labs.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Instructional Staff, Instructional Coach, Building Principal, Director of Curriculum.
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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 2019-2020

Alpine Elementary School

<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.).</p> <p>Supplemental Materials, Other, Community Engagement, Behavioral Support Program, Materials, Direct Instruction, Technology, Policy and Process, Teacher Collaboration, Academic Support Program</p> <p>Tier 1</p> <p>Monitor</p> <p>08/28/2017</p> <p>06/08/2018</p> <p>\$5</p> <p>Title I Part A, Title III, Title I Part C, General Fund, Section 31a</p> <p>Administration, Certified Staff, KSSN Staff, Paraprofessionals.</p>	<p>Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Technology, Behavioral Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/27/2019</p>	<p>06/05/2020</p>	<p>\$5</p>	<p>Title III, Title I Part A, General Fund, Title I Part C, Section 31a</p>	<p>Administration, Certified Staff, KSSN 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
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# School Improvement Plan 2019-2020

Alpine Elementary School

Qualifying students will be provided with additional intervention over the summer to build reading skills and prevent summer regression.	Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Technology	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	Administration, Certified Staff
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Activity - Kent School Services 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.	Policy and Process, Extra Curricular, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Community Engagement, Behavioral Support Program	Tier 2		08/27/2019	06/05/2020	\$2	Section 31a, General Fund	Administration, Certified Staff, KSSN Staff

Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan 2019-2020**

Alpine Elementary School

Extended day learning opportunities will be provided to students so that additional support to students can be offered to who qualify. Support will be provided outside of the school day either before or after school and 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 math and reading to have success in the classroom independently. Instruction will include focus lessons, guided instruction, collaborative learning experiences, and projects based on high interest texts.	Policy and Process, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	Administration, Certified Staff, Paraprofessionals
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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Activity - Phonics First Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# School Improvement Plan 2019-2020

Alpine Elementary School

<p>School Improvement Plan 2017-2018 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. Materials, Direct Instruction, Policy and Process, Teacher Collaboration, Academic Support Program, Parent Involvement, Supplemental Materials, Curriculum Development, Other, Community Engagement, Behavioral Support Program, Technology, Professional Learning Tier 1 Monitor 08/21/2017 06/08/2018 \$1 General Fund Administration, Certified Staff Activity - Phonics First Instruction Activity Type Tier Tier 1 Phase Monitor Begin Date 08/28/2017 End Date 06/08/2018 Resource Assigned Source Of Funding Staff Responsible Teachers in grades K-2 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>Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Professional Learning</p>	<p>Tier 1</p>		<p>08/27/2019</p>	<p>06/05/2020</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

# School Improvement Plan 2019-2020

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop).	Academic Support Program, Direct Instruction, Walkthrough, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Supplemental Materials, Teacher Collaboration, Community Engagement, Recruitment and Retention	Tier 1		08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Book Bags	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

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.	Policy and Process, Academic Support Program, Parent Involvement, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$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 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.	Policy and Process, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$5	Section 31a, Title I Part A, Title III, General Fund, Title I Part C	Administration, Certified Staff, Paraprofessionals, EL Staff

# School Improvement Plan 2019-2020

Alpine Elementary School

Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<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 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 students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p>	<p>Policy and Process, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program</p>	Tier 1		08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

Consistent procedures and expectations will be consistent across the building. 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.	Academic Support Program, Direct Instruction, Walkthrough, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



**School Improvement Plan 2019-2020**

Alpine Elementary School

Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis. 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.	Academic Support Program, Direct Instruction, Walkthrough, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Implement	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Special Education Staff, Support Staff
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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 2019-2020**

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Walkthrough, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$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

**School Improvement Plan 2019-2020**

Alpine Elementary School

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 - Proficiency Scales and Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will utilize proficiency scales and rubrics to assess student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Professional Learning, Behavioral Support Program	Tier 1	Implement	08/27/2019	06/05/2020	\$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 2019-2020**

Alpine Elementary School

Our learning management system, Empower, will continue to be utilized to report on student mastery of concepts in all content areas. Evidences of learning and assessment will be used to report out on grade level standards using Empower. Student data will be collected by teaching staff and accessed by teaching staff and parents. Student progress will be tracked from year to year. Adjustment to instruction will be made based on student progress.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Walkthrough, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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:**

60% of Third grade 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

# School Improvement Plan 2019-2020

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop).	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals

Activity - Learning "Knight"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# School Improvement Plan 2019-2020

Alpine Elementary School

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 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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Behavioral Support Program, Professional Learning, Extra Curricular, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	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

## School Improvement Plan 2019-2020

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 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 students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p> <p>Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.</p>	<p>Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement</p>	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

Alpine Elementary School

Consistent procedures and expectations will be consistent across the building. 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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



# School Improvement Plan 2019-2020

Alpine Elementary School

Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis. 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.	Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Materials, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$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 2019-2020

Alpine Elementary School

<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.).</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. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education 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 will be used to guide instruction.</p> <p>Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.</p>	<p>Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/27/2019</p>	<p>06/05/2020</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 - 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 2019-2020**

Alpine Elementary School

General education classroom teachers in grades K-5 will spend a minimum of 45 minutes each day in the content area of writing with all students. Time will be devoted to developing schedules that allow for large blocks of ELA instruction to occur.	Policy and Process, Curriculum Development, Academic Support Program, Other, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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
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**School Improvement Plan 2019-2020**

Alpine Elementary School

Instructional coaching will be provided to instructional staff. The coaching will focus on improving our workshop models in ELA and Math. Instructional coaches will be providing modeling to staff, collaborating regularly and facilitating classroom learning labs.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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
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# School Improvement Plan 2019-2020

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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$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 2019-2020

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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.	Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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.

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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$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 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 - Proficiency Scales and Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan 2019-2020**

Alpine Elementary School

Instructional staff will utilize proficiency scales and rubrics to assess student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$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 2019-2020**

Alpine Elementary School

Our learning management system, Empower, will continue to be utilized to report on student mastery of concepts in all content areas. Evidences of learning and assessment will be used to report out on grade level standards using Empower. Student data will be collected by teaching staff and accessed by teaching staff and parents. Student progress will be tracked from year to year. Adjustment to instruction will be made based on student progress.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Implement	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
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**Measurable Objective 2:**

60% of Fourth grade 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

# School Improvement Plan 2019-2020

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop).	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals

Activity - Learning "Knight"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# School Improvement Plan 2019-2020

Alpine Elementary School

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 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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Behavioral Support Program, Professional Learning, Extra Curricular, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	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

# School Improvement Plan 2019-2020

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 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 students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p> <p>Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.</p>	<p>Academic Support Program, Other, Direct Instruction, Materials, Technology , Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement</p>	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

Alpine Elementary School

Consistent procedures and expectations will be consistent across the building. 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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis. 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.	Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Materials, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$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 2019-2020

Alpine Elementary School

<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.).</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. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education 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 will be used to guide instruction.</p> <p>Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.</p>	<p>Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/27/2019</p>	<p>06/05/2020</p>	<p>\$5</p>	<p>Title I Part A, General Fund, Title I Part C, Title III, Section 31a</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



**School Improvement Plan 2019-2020**

Alpine Elementary School

General education classroom teachers in grades K-5 will spend a minimum of 45 minutes each day in the content area of writing with all students. Time will be devoted to developing schedules that allow for large blocks of ELA instruction to occur.	Policy and Process, Curriculum Development, Academic Support Program, Other, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

Instructional coaching will be provided to instructional staff. The coaching will focus on improving our workshop models in ELA and Math. Instructional coaches will be providing modeling to staff, collaborating regularly and facilitating classroom learning labs.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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
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# School Improvement Plan 2019-2020

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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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Activity - Phonics First Dictation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# School Improvement Plan 2019-2020

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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.	Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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.

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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$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 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 - Proficiency Scales and Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan 2019-2020**

Alpine Elementary School

Instructional staff will utilize proficiency scales and rubrics to assess student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$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 2019-2020**

Alpine Elementary School

Our learning management system, Empower, will continue to be utilized to report on student mastery of concepts in all content areas. Evidences of learning and assessment will be used to report out on grade level standards using Empower. Student data will be collected by teaching staff and accessed by teaching staff and parents. Student progress will be tracked from year to year. Adjustment to instruction will be made based on student progress.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Implement	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
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**Measurable Objective 3:**

60% of Fifth grade 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



# School Improvement Plan 2019-2020

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop).	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals

Activity - Learning "Knight"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# School Improvement Plan 2019-2020

Alpine Elementary School

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 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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Behavioral Support Program, Professional Learning, Extra Curricular, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	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

# School Improvement Plan 2019-2020

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 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 students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p> <p>Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.</p>	<p>Academic Support Program, Other, Direct Instruction, Materials, Technology , Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement</p>	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

Alpine Elementary School

Consistent procedures and expectations will be consistent across the building. 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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis. 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.	Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Materials, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$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 2019-2020

Alpine Elementary School

<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.).</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. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education 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 will be used to guide instruction.</p> <p>Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.</p>	<p>Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement</p>	Tier 2	Monitor	08/27/2019	06/05/2020	\$5	General Fund, Title I Part C, Section 31a, Title III, Title I Part A	Administration, Certified Staff, Paraprofessionals
Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

General education classroom teachers in grades K-5 will spend a minimum of 45 minutes each day in the content area of writing with all students. Time will be devoted to developing schedules that allow for large blocks of ELA instruction to occur.	Policy and Process, Curriculum Development, Academic Support Program, Other, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

Alpine Elementary School

Instructional coaching will be provided to instructional staff. The coaching will focus on improving our workshop models in ELA and Math. Instructional coaches will be providing modeling to staff, collaborating regularly and facilitating classroom learning labs.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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
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# School Improvement Plan 2019-2020

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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$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 2019-2020

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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.	Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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.

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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$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 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 - Proficiency Scales and Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan 2019-2020**

Alpine Elementary School

Instructional staff will utilize proficiency scales and rubrics to assess student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$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 2019-2020**

Alpine Elementary School

Our learning management system, Empower, will continue to be utilized to report on student mastery of concepts in all content areas. Evidences of learning and assessment will be used to report out on grade level standards using Empower. Student data will be collected by teaching staff and accessed by teaching staff and parents. Student progress will be tracked from year to year. Adjustment to instruction will be made based on student progress.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Implement	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
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**Measurable Objective 4:**

55% of Third 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

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Tier: Tier 1

# School Improvement Plan 2019-2020

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop).	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals

Activity - Learning "Knight"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan 2019-2020**

Alpine Elementary School

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 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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Behavioral Support Program, Professional Learning, Extra Curricular, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	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



# School Improvement Plan 2019-2020

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 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 students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p> <p>Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.</p>	<p>Academic Support Program, Other, Direct Instruction, Materials, Technology , Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement</p>	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

Alpine Elementary School

Consistent procedures and expectations will be consistent across the building. 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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis. 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.	Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Materials, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$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 2019-2020

Alpine Elementary School

<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.).</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. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education 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 will be used to guide instruction.</p> <p>Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.</p>	<p>Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/27/2019</p>	<p>06/05/2020</p>	<p>\$5</p>	<p>Title I Part C, General Fund, Title III, Title I Part A, 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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**School Improvement Plan 2019-2020**

Alpine Elementary School

General education classroom teachers in grades K-5 will spend a minimum of 45 minutes each day in the content area of writing with all students. Time will be devoted to developing schedules that allow for large blocks of ELA instruction to occur.	Policy and Process, Curriculum Development, Academic Support Program, Other, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

Instructional coaching will be provided to instructional staff. The coaching will focus on improving our workshop models in ELA and Math. Instructional coaches will be providing modeling to staff, collaborating regularly and facilitating classroom learning labs.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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
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# School Improvement Plan 2019-2020

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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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Activity - Phonics First Dictation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# School Improvement Plan 2019-2020

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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.	Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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.

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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$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 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 - Proficiency Scales and Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan 2019-2020**

Alpine Elementary School

Instructional staff will utilize proficiency scales and rubrics to assess student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$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 2019-2020**

Alpine Elementary School

Our learning management system, Empower, will continue to be utilized to report on student mastery of concepts in all content areas. Evidences of learning and assessment will be used to report out on grade level standards using Empower. Student data will be collected by teaching staff and accessed by teaching staff and parents. Student progress will be tracked from year to year. Adjustment to instruction will be made based on student progress.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Implement	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
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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 06/07/2019 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

# School Improvement Plan 2019-2020

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop).	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals

Activity - Learning "Knight"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# School Improvement Plan 2019-2020

Alpine Elementary School

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 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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Behavioral Support Program, Professional Learning, Extra Curricular, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	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

# School Improvement Plan 2019-2020

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 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 students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p> <p>Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.</p>	<p>Academic Support Program, Other, Direct Instruction, Materials, Technology , Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement</p>	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

Alpine Elementary School

Consistent procedures and expectations will be consistent across the building. 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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
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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 2019-2020

Alpine Elementary School

Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis. 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.	Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Materials, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$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 2019-2020

Alpine Elementary School

<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.).</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. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education 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 will be used to guide instruction.</p> <p>Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.</p>	<p>Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement</p>	Tier 2	Monitor	08/27/2019	06/05/2020	\$5	Title I Part A, Title I Part C, Title III, General Fund, Section 31a	Administration, Certified Staff, Paraprofessionals
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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 2019-2020**

Alpine Elementary School

General education classroom teachers in grades K-5 will spend a minimum of 45 minutes each day in the content area of writing with all students. Time will be devoted to developing schedules that allow for large blocks of ELA instruction to occur.	Policy and Process, Curriculum Development, Academic Support Program, Other, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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
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# School Improvement Plan 2019-2020

Alpine Elementary School

Instructional coaching will be provided to instructional staff. The coaching will focus on improving our workshop models in ELA and Math. Instructional coaches will be providing modeling to staff, collaborating regularly and facilitating classroom learning labs.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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
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# School Improvement Plan 2019-2020

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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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Activity - Phonics First Dictation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# School Improvement Plan 2019-2020

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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.	Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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.

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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$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 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 - Proficiency Scales and Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan 2019-2020**

Alpine Elementary School

Instructional staff will utilize proficiency scales and rubrics to assess student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$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 2019-2020**

Alpine Elementary School

Our learning management system, Empower, will continue to be utilized to report on student mastery of concepts in all content areas. Evidences of learning and assessment will be used to report out on grade level standards using Empower. Student data will be collected by teaching staff and accessed by teaching staff and parents. Student progress will be tracked from year to year. Adjustment to instruction will be made based on student progress.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Implement	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
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**Measurable Objective 6:**

55% of Fourth 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

**School Improvement Plan 2019-2020**

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop).	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals

Activity - Learning "Knight"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# School Improvement Plan 2019-2020

Alpine Elementary School

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 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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Behavioral Support Program, Professional Learning, Extra Curricular, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	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

# School Improvement Plan 2019-2020

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 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 students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p> <p>Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.</p>	<p>Academic Support Program, Other, Direct Instruction, Materials, Technology , Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement</p>	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

Alpine Elementary School

Consistent procedures and expectations will be consistent across the building. 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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis. 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.	Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Materials, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$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 2019-2020

Alpine Elementary School

<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.).</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. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education 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 will be used to guide instruction.</p> <p>Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.</p>	<p>Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/27/2019</p>	<p>06/05/2020</p>	<p>\$5</p>	<p>General Fund, Title I Part A, Title III, Title I Part C, Section 31a</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



**School Improvement Plan 2019-2020**

Alpine Elementary School

General education classroom teachers in grades K-5 will spend a minimum of 45 minutes each day in the content area of writing with all students. Time will be devoted to developing schedules that allow for large blocks of ELA instruction to occur.	Policy and Process, Curriculum Development, Academic Support Program, Other, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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
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**School Improvement Plan 2019-2020**

Alpine Elementary School

Instructional coaching will be provided to instructional staff. The coaching will focus on improving our workshop models in ELA and Math. Instructional coaches will be providing modeling to staff, collaborating regularly and facilitating classroom learning labs.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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
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# School Improvement Plan 2019-2020

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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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Activity - Phonics First Dictation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# School Improvement Plan 2019-2020

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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.	Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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.

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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$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 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 - Proficiency Scales and Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan 2019-2020**

Alpine Elementary School

Instructional staff will utilize proficiency scales and rubrics to assess student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$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 2019-2020**

Alpine Elementary School

Our learning management system, Empower, will continue to be utilized to report on student mastery of concepts in all content areas. Evidences of learning and assessment will be used to report out on grade level standards using Empower. Student data will be collected by teaching staff and accessed by teaching staff and parents. Student progress will be tracked from year to year. Adjustment to instruction will be made based on student progress.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Implement	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
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**Measurable Objective 7:**

40% of Fourth grade English Learners 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



# School Improvement Plan 2019-2020

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop).	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals

Activity - Learning "Knight"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan 2019-2020**

Alpine Elementary School

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 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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Behavioral Support Program, Professional Learning, Extra Curricular, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	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

## School Improvement Plan 2019-2020

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 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 students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p> <p>Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.</p>	<p>Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement</p>	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

Consistent procedures and expectations will be consistent across the building. 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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis. 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.	Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Materials, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$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 2019-2020

Alpine Elementary School

<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.).</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. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education 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 will be used to guide instruction.</p> <p>Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.</p>	<p>Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement</p>	Tier 2	Monitor	08/27/2019	06/05/2020	\$5	Title III, Section 31a, Title I Part A, General Fund, Title I Part C	Administration, Certified Staff, Paraprofessionals
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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 2019-2020**

Alpine Elementary School

General education classroom teachers in grades K-5 will spend a minimum of 45 minutes each day in the content area of writing with all students. Time will be devoted to developing schedules that allow for large blocks of ELA instruction to occur.	Policy and Process, Curriculum Development, Academic Support Program, Other, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

Alpine Elementary School

Instructional coaching will be provided to instructional staff. The coaching will focus on improving our workshop models in ELA and Math. Instructional coaches will be providing modeling to staff, collaborating regularly and facilitating classroom learning labs.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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
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# School Improvement Plan 2019-2020

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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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Activity - Phonics First Dictation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# School Improvement Plan 2019-2020

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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.	Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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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Tier: Tier 1

Activity - Collaborative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction.2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3.Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$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 Common Core of world class knowledge and skills; To build the capacity of districts, schools and educators to respond more rapidly to the needs of students and engage in continuous improvement; To take advantage of the extraordinary technological advances in online learning for personalization, allowing students to learn at their own pace, any time and everywhere. To provide greater flexibility for students that would otherwise not graduate from high school because they have to work or care for their families. In 2011, 100 innovators in competency education came together for the first time. At that meeting, participants fine-tuned a working definition of high quality competency education:

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

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Tier: Tier 1

Activity - Proficiency Scales and Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan 2019-2020**

Alpine Elementary School

Instructional staff will utilize proficiency scales and rubrics to assess student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$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 2019-2020**

Alpine Elementary School

Our learning management system, Empower, will continue to be utilized to report on student mastery of concepts in all content areas. Evidences of learning and assessment will be used to report out on grade level standards using Empower. Student data will be collected by teaching staff and accessed by teaching staff and parents. Student progress will be tracked from year to year. Adjustment to instruction will be made based on student progress.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Implement	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
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**Measurable Objective 8:**

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

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Tier: Tier 1

# School Improvement Plan 2019-2020

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop).	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals

Activity - Learning "Knight"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# School Improvement Plan 2019-2020

Alpine Elementary School

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 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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Behavioral Support Program, Professional Learning, Extra Curricular, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	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



# School Improvement Plan 2019-2020

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 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 students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p> <p>Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.</p>	<p>Academic Support Program, Other, Direct Instruction, Materials, Technology , Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement</p>	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

Consistent procedures and expectations will be consistent across the building. 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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis. 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.	Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Materials, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$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 2019-2020

Alpine Elementary School

<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.).</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. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education 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 will be used to guide instruction.</p> <p>Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.</p>	<p>Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement</p>	Tier 2	Monitor	08/27/2019	06/05/2020	\$5	Title III, General Fund, Section 31a, Title I Part A, Title I Part C	Administration, Certified Staff, Paraprofessionals
Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

General education classroom teachers in grades K-5 will spend a minimum of 45 minutes each day in the content area of writing with all students. Time will be devoted to developing schedules that allow for large blocks of ELA instruction to occur.	Policy and Process, Curriculum Development, Academic Support Program, Other, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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
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**School Improvement Plan 2019-2020**

Alpine Elementary School

Instructional coaching will be provided to instructional staff. The coaching will focus on improving our workshop models in ELA and Math. Instructional coaches will be providing modeling to staff, collaborating regularly and facilitating classroom learning labs.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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
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# School Improvement Plan 2019-2020

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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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Activity - Phonics First Dictation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# School Improvement Plan 2019-2020

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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.	Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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.

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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$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 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 - Proficiency Scales and Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan 2019-2020**

Alpine Elementary School

Instructional staff will utilize proficiency scales and rubrics to assess student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$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 2019-2020**

Alpine Elementary School

Our learning management system, Empower, will continue to be utilized to report on student mastery of concepts in all content areas. Evidences of learning and assessment will be used to report out on grade level standards using Empower. Student data will be collected by teaching staff and accessed by teaching staff and parents. Student progress will be tracked from year to year. Adjustment to instruction will be made based on student progress.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Implement	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
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**Measurable Objective 9:**

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

# School Improvement Plan 2019-2020

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop).	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals

Activity - Learning "Knight"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# School Improvement Plan 2019-2020

Alpine Elementary School

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 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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Behavioral Support Program, Professional Learning, Extra Curricular, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	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

# School Improvement Plan 2019-2020

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 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 students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p> <p>Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.</p>	<p>Academic Support Program, Other, Direct Instruction, Materials, Technology , Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement</p>	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

Alpine Elementary School

Consistent procedures and expectations will be consistent across the building. 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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
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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 2019-2020

Alpine Elementary School

Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis. 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.	Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Materials, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$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 2019-2020

Alpine Elementary School

<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.).</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. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education 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 will be used to guide instruction.</p> <p>Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.</p>	<p>Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/27/2019</p>	<p>06/05/2020</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>
Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

General education classroom teachers in grades K-5 will spend a minimum of 45 minutes each day in the content area of writing with all students. Time will be devoted to developing schedules that allow for large blocks of ELA instruction to occur.	Policy and Process, Curriculum Development, Academic Support Program, Other, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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
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**School Improvement Plan 2019-2020**

Alpine Elementary School

Instructional coaching will be provided to instructional staff. The coaching will focus on improving our workshop models in ELA and Math. Instructional coaches will be providing modeling to staff, collaborating regularly and facilitating classroom learning labs.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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
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# School Improvement Plan 2019-2020

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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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Activity - Phonics First Dictation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan 2019-2020

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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.	Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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.

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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$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 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 - Proficiency Scales and Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan 2019-2020**

Alpine Elementary School

Instructional staff will utilize proficiency scales and rubrics to assess student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$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 2019-2020**

Alpine Elementary School

Our learning management system, Empower, will continue to be utilized to report on student mastery of concepts in all content areas. Evidences of learning and assessment will be used to report out on grade level standards using Empower. Student data will be collected by teaching staff and accessed by teaching staff and parents. Student progress will be tracked from year to year. Adjustment to instruction will be made based on student progress.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Implement	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
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**Measurable Objective 10:**

35% of Fifth grade Female students will demonstrate a proficiency in writing in English Language Arts by 06/08/2018 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: 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 2019-2020

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop).	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals

Activity - Learning "Knight"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# School Improvement Plan 2019-2020

Alpine Elementary School

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 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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Behavioral Support Program, Professional Learning, Extra Curricular, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	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

# School Improvement Plan 2019-2020

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 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 students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p> <p>Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.</p>	<p>Academic Support Program, Other, Direct Instruction, Materials, Technology , Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement</p>	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

Alpine Elementary School

Consistent procedures and expectations will be consistent across the building. 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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis. 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.	Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Materials, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$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 2019-2020

Alpine Elementary School

<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.).</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. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education 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 will be used to guide instruction.</p> <p>Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.</p>	<p>Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/27/2019</p>	<p>06/05/2020</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>
Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



**School Improvement Plan 2019-2020**

Alpine Elementary School

General education classroom teachers in grades K-5 will spend a minimum of 45 minutes each day in the content area of writing with all students. Time will be devoted to developing schedules that allow for large blocks of ELA instruction to occur.	Policy and Process, Curriculum Development, Academic Support Program, Other, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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
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# School Improvement Plan 2019-2020

Alpine Elementary School

Instructional coaching will be provided to instructional staff. The coaching will focus on improving our workshop models in ELA and Math. Instructional coaches will be providing modeling to staff, collaborating regularly and facilitating classroom learning labs.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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
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# School Improvement Plan 2019-2020

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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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Activity - Phonics First Dictation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan 2019-2020

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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.	Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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.

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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$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 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 - Proficiency Scales and Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan 2019-2020**

Alpine Elementary School

Instructional staff will utilize proficiency scales and rubrics to assess student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$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 2019-2020**

Alpine Elementary School

Our learning management system, Empower, will continue to be utilized to report on student mastery of concepts in all content areas. Evidences of learning and assessment will be used to report out on grade level standards using Empower. Student data will be collected by teaching staff and accessed by teaching staff and parents. Student progress will be tracked from year to year. Adjustment to instruction will be made based on student progress.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Implement	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
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**Measurable Objective 11:**

34% of Fifth grade Economically Disadvantaged and Hispanic or Latino students will demonstrate a proficiency in writing in English Language Arts by 06/08/2018 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.

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Tier: Tier 1



# School Improvement Plan 2019-2020

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop).	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals

Activity - Learning "Knight"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# School Improvement Plan 2019-2020

Alpine Elementary School

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 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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Behavioral Support Program, Professional Learning, Extra Curricular, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	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

# School Improvement Plan 2019-2020

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 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 students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p> <p>Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.</p>	<p>Academic Support Program, Other, Direct Instruction, Materials, Technology , Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement</p>	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

Alpine Elementary School

Consistent procedures and expectations will be consistent across the building. 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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis. 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.	Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Materials, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$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 2019-2020

Alpine Elementary School

<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.).</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. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education 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 will be used to guide instruction.</p> <p>Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.</p>	<p>Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement</p>	Tier 2	Monitor	08/27/2019	06/05/2020	\$5	Section 31a, Title I Part A, General Fund, Title III, Title I Part C	Administration, Certified Staff, Paraprofessionals
Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

General education classroom teachers in grades K-5 will spend a minimum of 45 minutes each day in the content area of writing with all students. Time will be devoted to developing schedules that allow for large blocks of ELA instruction to occur.	Policy and Process, Curriculum Development, Academic Support Program, Other, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

Alpine Elementary School

Instructional coaching will be provided to instructional staff. The coaching will focus on improving our workshop models in ELA and Math. Instructional coaches will be providing modeling to staff, collaborating regularly and facilitating classroom learning labs.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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
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# School Improvement Plan 2019-2020

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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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Activity - Phonics First Dictation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# School Improvement Plan 2019-2020

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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.	Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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.

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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$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 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 - Proficiency Scales and Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan 2019-2020**

Alpine Elementary School

Instructional staff will utilize proficiency scales and rubrics to assess student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$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 2019-2020

Alpine Elementary School

Our learning management system, Empower, will continue to be utilized to report on student mastery of concepts in all content areas. Evidences of learning and assessment will be used to report out on grade level standards using Empower. Student data will be collected by teaching staff and accessed by teaching staff and parents. Student progress will be tracked from year to year. Adjustment to instruction will be made based on student progress.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Implement	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
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### Goal 3: All students at Alpine Elementary will develop proficient math skills.

#### Measurable Objective 1:

48% of Third grade students will demonstrate a proficiency on 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
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).	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Learning "Knight"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

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 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.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$2	Title I Part A, General Fund	Administration, Certified Staff, Paraprofessionals
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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 2019-2020

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 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 students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p> <p>Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.</p>	<p>Academic Support Program, Other, Direct Instruction, Materials, Technology , Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement</p>	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

Alpine Elementary School

Consistent procedures and expectations will be consistent across the building. 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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

Alpine Elementary School

Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis. 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.	Policy and Process, Curriculum Development, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$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 2019-2020

Alpine Elementary School

An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.). Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Other, Walkthrough, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

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 mathematics with all students. Time will be devoted to developing schedules that allow for large blocks of math instruction to occur.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# School Improvement Plan 2019-2020

Alpine Elementary School

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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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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# School Improvement Plan 2019-2020

Alpine Elementary School

Instructional coaching will be provided to instructional staff. The coaching will focus on improving our workshop models in ELA and Math. Instructional coaches will be providing modeling to staff, collaborating regularly and facilitating classroom learning labs.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
Activity - Summer Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

Qualifying students will be provided with additional intervention over the summer to build reading skills and prevent summer regression.	Policy and Process, Curriculum Development, Academic Support Program, Other, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	Administration, Certified Staff
Activity - Kent School Service Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



**School Improvement Plan 2019-2020**

Alpine Elementary School

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.	Policy and Process, Academic Support Program, Parent Involvement, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

Extended day learning opportunities will be provided to students so that additional support to students can be offered to who qualify. Support will be provided outside of the school day either before or after school and 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 math and reading to have success in the classroom independently. Instruction will include focus lessons, guided instruction, collaborative learning experiences, and projects based on high interest texts.	Policy and Process, Curriculum Development, Academic Support Program, Other, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	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 2019-2020

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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
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**School Improvement Plan 2019-2020**

Alpine Elementary School

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 number talks into weekly instruction. Students will be pushed to develop conceptual thinking (mental math) and number sense fluency.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
Activity - Real World Applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

Alpine Elementary School

Grade level teachers will provide students with opportunities to apply their knowledge to the real world problems.	Policy and Process, Curriculum Development, Academic Support Program, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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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: 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 2019-2020

Alpine Elementary School

Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction. 2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3. Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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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

**School Improvement Plan 2019-2020**

Alpine Elementary School

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 - Proficiency Scales and Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will utilize proficiency scales and rubrics to assess student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Implement	08/27/2019	06/05/2020	\$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 2019-2020**

Alpine Elementary School

Our learning management system, Empower, will continue to be utilized to report on student mastery of concepts in all content areas. Evidences of learning and assessment will be used to report out on grade level standards using Empower. Student data will be collected by teaching staff and accessed by teaching staff and parents. Student progress will be tracked from year to year. Adjustment to instruction will be made based on student progress.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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**Measurable Objective 2:**

48% of Fourth grade students will demonstrate a proficiency on 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



# School Improvement Plan 2019-2020

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop).	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals

Activity - Learning "Knight"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan 2019-2020**

Alpine Elementary School

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 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.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$2	General Fund, Title I Part A	Administration, Certified Staff, Paraprofessionals
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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 2019-2020

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 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 students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p> <p>Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.</p>	<p>Academic Support Program, Other, Direct Instruction, Materials, Technology , Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement</p>	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

Alpine Elementary School

Consistent procedures and expectations will be consistent across the building. 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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan 2019-2020

Alpine Elementary School

Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis. 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.	Policy and Process, Curriculum Development, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$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 2019-2020

Alpine Elementary School

An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.). Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Other, Walkthrough, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

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 mathematics with all students. Time will be devoted to developing schedules that allow for large blocks of math instruction to occur.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# School Improvement Plan 2019-2020

Alpine Elementary School

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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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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# School Improvement Plan 2019-2020

Alpine Elementary School

Instructional coaching will be provided to instructional staff. The coaching will focus on improving our workshop models in ELA and Math. Instructional coaches will be providing modeling to staff, collaborating regularly and facilitating classroom learning labs.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
Activity - Summer Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

Qualifying students will be provided with additional intervention over the summer to build reading skills and prevent summer regression.	Policy and Process, Curriculum Development, Academic Support Program, Other, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	Administration, Certified Staff
Activity - Kent School Service Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

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.	Policy and Process, Academic Support Program, Parent Involvement, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

Extended day learning opportunities will be provided to students so that additional support to students can be offered to who qualify. Support will be provided outside of the school day either before or after school and 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 math and reading to have success in the classroom independently. Instruction will include focus lessons, guided instruction, collaborative learning experiences, and projects based on high interest texts.	Policy and Process, Curriculum Development, Academic Support Program, Other, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	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 2019-2020

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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
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**School Improvement Plan 2019-2020**

Alpine Elementary School

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 number talks into weekly instruction. Students will be pushed to develop conceptual thinking (mental math) and number sense fluency.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
Activity - Real World Applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

Alpine Elementary School

Grade level teachers will provide students with opportunities to apply their knowledge to the real world problems.	Policy and Process, Curriculum Development, Academic Support Program, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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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: 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 2019-2020**

Alpine Elementary School

Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction. 2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3. Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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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



**School Improvement Plan 2019-2020**

Alpine Elementary School

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 - Proficiency Scales and Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will utilize proficiency scales and rubrics to assess student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Implement	08/27/2019	06/05/2020	\$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 2019-2020**

Alpine Elementary School

Our learning management system, Empower, will continue to be utilized to report on student mastery of concepts in all content areas. Evidences of learning and assessment will be used to report out on grade level standards using Empower. Student data will be collected by teaching staff and accessed by teaching staff and parents. Student progress will be tracked from year to year. Adjustment to instruction will be made based on student progress.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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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 06/07/2019 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 2019-2020

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop).	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals

Activity - Learning "Knight"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan 2019-2020**

Alpine Elementary School

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 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.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$2	Title I Part A, General Fund	Administration, Certified Staff, Paraprofessionals
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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 2019-2020

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 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 students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p> <p>Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.</p>	<p>Academic Support Program, Other, Direct Instruction, Materials, Technology , Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement</p>	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

Alpine Elementary School

Consistent procedures and expectations will be consistent across the building. 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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis. 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.	Policy and Process, Curriculum Development, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$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

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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 2019-2020

Alpine Elementary School

An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.). Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Other, Walkthrough, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



# School Improvement Plan 2019-2020

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 mathematics with all students. Time will be devoted to developing schedules that allow for large blocks of math instruction to occur.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# School Improvement Plan 2019-2020

Alpine Elementary School

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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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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**School Improvement Plan 2019-2020**

Alpine Elementary School

Instructional coaching will be provided to instructional staff. The coaching will focus on improving our workshop models in ELA and Math. Instructional coaches will be providing modeling to staff, collaborating regularly and facilitating classroom learning labs.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
Activity - Summer Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

Qualifying students will be provided with additional intervention over the summer to build reading skills and prevent summer regression.	Policy and Process, Curriculum Development, Academic Support Program, Other, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	Administration, Certified Staff
Activity - Kent School Service Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

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.	Policy and Process, Academic Support Program, Parent Involvement, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

Extended day learning opportunities will be provided to students so that additional support to students can be offered to who qualify. Support will be provided outside of the school day either before or after school and 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 math and reading to have success in the classroom independently. Instruction will include focus lessons, guided instruction, collaborative learning experiences, and projects based on high interest texts.	Policy and Process, Curriculum Development, Academic Support Program, Other, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	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 2019-2020

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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
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**School Improvement Plan 2019-2020**

Alpine Elementary School

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 number talks into weekly instruction. Students will be pushed to develop conceptual thinking (mental math) and number sense fluency.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
Activity - Real World Applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



**School Improvement Plan 2019-2020**

Alpine Elementary School

Grade level teachers will provide students with opportunities to apply their knowledge to the real world problems.	Policy and Process, Curriculum Development, Academic Support Program, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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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: 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 2019-2020

Alpine Elementary School

Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction. 2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3. Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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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

**School Improvement Plan 2019-2020**

Alpine Elementary School

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 - Proficiency Scales and Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will utilize proficiency scales and rubrics to assess student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Implement	08/27/2019	06/05/2020	\$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 2019-2020**

Alpine Elementary School

Our learning management system, Empower, will continue to be utilized to report on student mastery of concepts in all content areas. Evidences of learning and assessment will be used to report out on grade level standards using Empower. Student data will be collected by teaching staff and accessed by teaching staff and parents. Student progress will be tracked from year to year. Adjustment to instruction will be made based on student progress.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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**Measurable Objective 4:**

48% of Fifth grade 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

# School Improvement Plan 2019-2020

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop).	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals

Activity - Learning "Knight"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan 2019-2020**

Alpine Elementary School

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 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.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$2	Title I Part A, General Fund	Administration, Certified Staff, Paraprofessionals
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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 2019-2020

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 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 students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p> <p>Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.</p>	<p>Academic Support Program, Other, Direct Instruction, Materials, Technology , Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement</p>	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

Alpine Elementary School

Consistent procedures and expectations will be consistent across the building. 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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



# School Improvement Plan 2019-2020

Alpine Elementary School

Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis. 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.	Policy and Process, Curriculum Development, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$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 2019-2020

Alpine Elementary School

An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.). Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Other, Walkthrough, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

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 mathematics with all students. Time will be devoted to developing schedules that allow for large blocks of math instruction to occur.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# School Improvement Plan 2019-2020

Alpine Elementary School

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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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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**School Improvement Plan 2019-2020**

Alpine Elementary School

Instructional coaching will be provided to instructional staff. The coaching will focus on improving our workshop models in ELA and Math. Instructional coaches will be providing modeling to staff, collaborating regularly and facilitating classroom learning labs.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
Activity - Summer Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

Qualifying students will be provided with additional intervention over the summer to build reading skills and prevent summer regression.	Policy and Process, Curriculum Development, Academic Support Program, Other, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	Administration, Certified Staff
Activity - Kent School Service Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

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.	Policy and Process, Academic Support Program, Parent Involvement, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

Alpine Elementary School

Extended day learning opportunities will be provided to students so that additional support to students can be offered to who qualify. Support will be provided outside of the school day either before or after school and 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 math and reading to have success in the classroom independently. Instruction will include focus lessons, guided instruction, collaborative learning experiences, and projects based on high interest texts.	Policy and Process, Curriculum Development, Academic Support Program, Other, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	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 2019-2020

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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
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**School Improvement Plan 2019-2020**

Alpine Elementary School

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 number talks into weekly instruction. Students will be pushed to develop conceptual thinking (mental math) and number sense fluency.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
Activity - Real World Applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

Alpine Elementary School

Grade level teachers will provide students with opportunities to apply their knowledge to the real world problems.	Policy and Process, Curriculum Development, Academic Support Program, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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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: 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 2019-2020**

Alpine Elementary School

Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction. 2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3. Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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**(shared) Strategy 4:**

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- Students advance upon mastery.
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**School Improvement Plan 2019-2020**

Alpine Elementary School

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Tier: Tier 1

Activity - Proficiency Scales and Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will utilize proficiency scales and rubrics to assess student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Implement	08/27/2019	06/05/2020	\$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 2019-2020**

Alpine Elementary School

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**Measurable Objective 5:**

42% of Third grade Economically Disadvantaged 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.

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Tier: Tier 1

**School Improvement Plan 2019-2020**

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Activity - Learning "Knight"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan 2019-2020**

Alpine Elementary School

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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 2019-2020

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 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 students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p> <p>Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.</p>	<p>Academic Support Program, Other, Direct Instruction, Materials, Technology , Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement</p>	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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# School Improvement Plan 2019-2020

Alpine Elementary School

Consistent procedures and expectations will be consistent across the building. 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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

Alpine Elementary School

Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis. 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.	Policy and Process, Curriculum Development, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$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

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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 2019-2020

Alpine Elementary School

An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.). Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Other, Walkthrough, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

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 mathematics with all students. Time will be devoted to developing schedules that allow for large blocks of math instruction to occur.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# School Improvement Plan 2019-2020

Alpine Elementary School

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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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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**School Improvement Plan 2019-2020**

Alpine Elementary School

Instructional coaching will be provided to instructional staff. The coaching will focus on improving our workshop models in ELA and Math. Instructional coaches will be providing modeling to staff, collaborating regularly and facilitating classroom learning labs.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
Activity - Summer Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

Qualifying students will be provided with additional intervention over the summer to build reading skills and prevent summer regression.	Policy and Process, Curriculum Development, Academic Support Program, Other, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	Administration, Certified Staff
Activity - Kent School Service Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



**School Improvement Plan 2019-2020**

Alpine Elementary School

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.	Policy and Process, Academic Support Program, Parent Involvement, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

Alpine Elementary School

Extended day learning opportunities will be provided to students so that additional support to students can be offered to who qualify. Support will be provided outside of the school day either before or after school and 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 math and reading to have success in the classroom independently. Instruction will include focus lessons, guided instruction, collaborative learning experiences, and projects based on high interest texts.	Policy and Process, Curriculum Development, Academic Support Program, Other, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	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 2019-2020

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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
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**School Improvement Plan 2019-2020**

Alpine Elementary School

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 number talks into weekly instruction. Students will be pushed to develop conceptual thinking (mental math) and number sense fluency.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
Activity - Real World Applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

Alpine Elementary School

Grade level teachers will provide students with opportunities to apply their knowledge to the real world problems.	Policy and Process, Curriculum Development, Academic Support Program, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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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: 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 2019-2020**

Alpine Elementary School

Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction. 2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3. Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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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

**School Improvement Plan 2019-2020**

Alpine Elementary School

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 - Proficiency Scales and Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will utilize proficiency scales and rubrics to assess student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Implement	08/27/2019	06/05/2020	\$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 2019-2020**

Alpine Elementary School

Our learning management system, Empower, will continue to be utilized to report on student mastery of concepts in all content areas. Evidences of learning and assessment will be used to report out on grade level standards using Empower. Student data will be collected by teaching staff and accessed by teaching staff and parents. Student progress will be tracked from year to year. Adjustment to instruction will be made based on student progress.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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**Measurable Objective 6:**

44% of Fourth 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



# School Improvement Plan 2019-2020

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop).	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals

Activity - Learning "Knight"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan 2019-2020**

Alpine Elementary School

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 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.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$2	Title I Part A, General Fund	Administration, Certified Staff, Paraprofessionals
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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 2019-2020

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 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 students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p> <p>Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.</p>	<p>Academic Support Program, Other, Direct Instruction, Materials, Technology , Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement</p>	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

Alpine Elementary School

Consistent procedures and expectations will be consistent across the building. 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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

Alpine Elementary School

Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis. 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.	Policy and Process, Curriculum Development, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$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 2019-2020

Alpine Elementary School

An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.). Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Other, Walkthrough, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

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 mathematics with all students. Time will be devoted to developing schedules that allow for large blocks of math instruction to occur.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# School Improvement Plan 2019-2020

Alpine Elementary School

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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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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**School Improvement Plan 2019-2020**

Alpine Elementary School

Instructional coaching will be provided to instructional staff. The coaching will focus on improving our workshop models in ELA and Math. Instructional coaches will be providing modeling to staff, collaborating regularly and facilitating classroom learning labs.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
Activity - Summer Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

Qualifying students will be provided with additional intervention over the summer to build reading skills and prevent summer regression.	Policy and Process, Curriculum Development, Academic Support Program, Other, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	Administration, Certified Staff
Activity - Kent School Service Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

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.	Policy and Process, Academic Support Program, Parent Involvement, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

Alpine Elementary School

Extended day learning opportunities will be provided to students so that additional support to students can be offered to who qualify. Support will be provided outside of the school day either before or after school and 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 math and reading to have success in the classroom independently. Instruction will include focus lessons, guided instruction, collaborative learning experiences, and projects based on high interest texts.	Policy and Process, Curriculum Development, Academic Support Program, Other, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	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 2019-2020

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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
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**School Improvement Plan 2019-2020**

Alpine Elementary School

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 number talks into weekly instruction. Students will be pushed to develop conceptual thinking (mental math) and number sense fluency.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
Activity - Real World Applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan 2019-2020

Alpine Elementary School

Grade level teachers will provide students with opportunities to apply their knowledge to the real world problems.	Policy and Process, Curriculum Development, Academic Support Program, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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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.

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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 2019-2020**

Alpine Elementary School

Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction. 2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3. Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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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



**School Improvement Plan 2019-2020**

Alpine Elementary School

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 - Proficiency Scales and Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will utilize proficiency scales and rubrics to assess student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Implement	08/27/2019	06/05/2020	\$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 2019-2020**

Alpine Elementary School

Our learning management system, Empower, will continue to be utilized to report on student mastery of concepts in all content areas. Evidences of learning and assessment will be used to report out on grade level standards using Empower. Student data will be collected by teaching staff and accessed by teaching staff and parents. Student progress will be tracked from year to year. Adjustment to instruction will be made based on student progress.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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**Measurable Objective 7:**

33% of Fourth grade English Learners 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

# School Improvement Plan 2019-2020

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop).	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals

Activity - Learning "Knight"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan 2019-2020**

Alpine Elementary School

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 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.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$2	General Fund, Title I Part A	Administration, Certified Staff, Paraprofessionals
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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 2019-2020

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 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 students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p> <p>Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.</p>	<p>Academic Support Program, Other, Direct Instruction, Materials, Technology , Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement</p>	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

Consistent procedures and expectations will be consistent across the building. 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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

Alpine Elementary School

Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis. 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.	Policy and Process, Curriculum Development, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$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 2019-2020**

Alpine Elementary School

An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.). Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Other, Walkthrough, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



**School Improvement Plan 2019-2020**

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 mathematics with all students. Time will be devoted to developing schedules that allow for large blocks of math instruction to occur.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# School Improvement Plan 2019-2020

Alpine Elementary School

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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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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# School Improvement Plan 2019-2020

Alpine Elementary School

Instructional coaching will be provided to instructional staff. The coaching will focus on improving our workshop models in ELA and Math. Instructional coaches will be providing modeling to staff, collaborating regularly and facilitating classroom learning labs.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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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 2019-2020**

Alpine Elementary School

Qualifying students will be provided with additional intervention over the summer to build reading skills and prevent summer regression.	Policy and Process, Curriculum Development, Academic Support Program, Other, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	Administration, Certified Staff
Activity - Kent School Service Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

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.	Policy and Process, Academic Support Program, Parent Involvement, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

Alpine Elementary School

Extended day learning opportunities will be provided to students so that additional support to students can be offered to who qualify. Support will be provided outside of the school day either before or after school and 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 math and reading to have success in the classroom independently. Instruction will include focus lessons, guided instruction, collaborative learning experiences, and projects based on high interest texts.	Policy and Process, Curriculum Development, Academic Support Program, Other, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	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 2019-2020

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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
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**School Improvement Plan 2019-2020**

Alpine Elementary School

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 number talks into weekly instruction. Students will be pushed to develop conceptual thinking (mental math) and number sense fluency.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
Activity - Real World Applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



# School Improvement Plan 2019-2020

Alpine Elementary School

Grade level teachers will provide students with opportunities to apply their knowledge to the real world problems.	Policy and Process, Curriculum Development, Academic Support Program, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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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: 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 2019-2020

Alpine Elementary School

Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction. 2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3. Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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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.
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Category: Mathematics

**School Improvement Plan 2019-2020**

Alpine Elementary School

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Tier: Tier 1

Activity - Proficiency Scales and Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will utilize proficiency scales and rubrics to assess student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Implement	08/27/2019	06/05/2020	\$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 2019-2020**

Alpine Elementary School

Our learning management system, Empower, will continue to be utilized to report on student mastery of concepts in all content areas. Evidences of learning and assessment will be used to report out on grade level standards using Empower. Student data will be collected by teaching staff and accessed by teaching staff and parents. Student progress will be tracked from year to year. Adjustment to instruction will be made based on student progress.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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**Measurable Objective 8:**

33% of Fourth grade Students with Disabilities 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.

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Tier: Tier 1

# School Improvement Plan 2019-2020

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop).	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals

Activity - Learning "Knight"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan 2019-2020**

Alpine Elementary School

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 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.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$2	Title I Part A, General Fund	Administration, Certified Staff, Paraprofessionals
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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 2019-2020

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 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 students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p> <p>Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.</p>	<p>Academic Support Program, Other, Direct Instruction, Materials, Technology , Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement</p>	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

Alpine Elementary School

Consistent procedures and expectations will be consistent across the building. 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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



# School Improvement Plan 2019-2020

Alpine Elementary School

Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis. 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.	Policy and Process, Curriculum Development, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$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

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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 2019-2020

Alpine Elementary School

An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.). Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Other, Walkthrough, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

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 mathematics with all students. Time will be devoted to developing schedules that allow for large blocks of math instruction to occur.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# School Improvement Plan 2019-2020

Alpine Elementary School

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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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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**School Improvement Plan 2019-2020**

Alpine Elementary School

Instructional coaching will be provided to instructional staff. The coaching will focus on improving our workshop models in ELA and Math. Instructional coaches will be providing modeling to staff, collaborating regularly and facilitating classroom learning labs.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
Activity - Summer Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

Qualifying students will be provided with additional intervention over the summer to build reading skills and prevent summer regression.	Policy and Process, Curriculum Development, Academic Support Program, Other, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	Administration, Certified Staff
Activity - Kent School Service Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

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.	Policy and Process, Academic Support Program, Parent Involvement, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

Alpine Elementary School

Extended day learning opportunities will be provided to students so that additional support to students can be offered to who qualify. Support will be provided outside of the school day either before or after school and 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 math and reading to have success in the classroom independently. Instruction will include focus lessons, guided instruction, collaborative learning experiences, and projects based on high interest texts.	Policy and Process, Curriculum Development, Academic Support Program, Other, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	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 2019-2020

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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
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**School Improvement Plan 2019-2020**

Alpine Elementary School

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 number talks into weekly instruction. Students will be pushed to develop conceptual thinking (mental math) and number sense fluency.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
Activity - Real World Applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

Alpine Elementary School

Grade level teachers will provide students with opportunities to apply their knowledge to the real world problems.	Policy and Process, Curriculum Development, Academic Support Program, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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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: 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 2019-2020

Alpine Elementary School

Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction. 2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3. Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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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

**School Improvement Plan 2019-2020**

Alpine Elementary School

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 - Proficiency Scales and Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will utilize proficiency scales and rubrics to assess student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Implement	08/27/2019	06/05/2020	\$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 2019-2020**

Alpine Elementary School

Our learning management system, Empower, will continue to be utilized to report on student mastery of concepts in all content areas. Evidences of learning and assessment will be used to report out on grade level standards using Empower. Student data will be collected by teaching staff and accessed by teaching staff and parents. Student progress will be tracked from year to year. Adjustment to instruction will be made based on student progress.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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**Measurable Objective 9:**

24% of Fifth grade Female students will demonstrate a proficiency in skills in Mathematics by 06/08/2018 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

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 2019-2020

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop).	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals

Activity - Learning "Knight"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan 2019-2020**

Alpine Elementary School

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 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.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$2	General Fund, Title I Part A	Administration, Certified Staff, Paraprofessionals
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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 2019-2020

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 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 students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p> <p>Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.</p>	<p>Academic Support Program, Other, Direct Instruction, Materials, Technology , Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement</p>	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

Consistent procedures and expectations will be consistent across the building. 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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

Alpine Elementary School

Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis. 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.	Policy and Process, Curriculum Development, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$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 2019-2020

Alpine Elementary School

An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.). Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Other, Walkthrough, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

Alpine Elementary School

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Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# School Improvement Plan 2019-2020

Alpine Elementary School

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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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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**School Improvement Plan 2019-2020**

Alpine Elementary School

Instructional coaching will be provided to instructional staff. The coaching will focus on improving our workshop models in ELA and Math. Instructional coaches will be providing modeling to staff, collaborating regularly and facilitating classroom learning labs.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
Activity - Summer Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

Qualifying students will be provided with additional intervention over the summer to build reading skills and prevent summer regression.	Policy and Process, Curriculum Development, Academic Support Program, Other, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	Administration, Certified Staff
Activity - Kent School Service Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



**School Improvement Plan 2019-2020**

Alpine Elementary School

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.	Policy and Process, Academic Support Program, Parent Involvement, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

Extended day learning opportunities will be provided to students so that additional support to students can be offered to who qualify. Support will be provided outside of the school day either before or after school and 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 math and reading to have success in the classroom independently. Instruction will include focus lessons, guided instruction, collaborative learning experiences, and projects based on high interest texts.	Policy and Process, Curriculum Development, Academic Support Program, Other, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	Administration, Certified Staff
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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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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
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**School Improvement Plan 2019-2020**

Alpine Elementary School

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 number talks into weekly instruction. Students will be pushed to develop conceptual thinking (mental math) and number sense fluency.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
Activity - Real World Applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

Alpine Elementary School

Grade level teachers will provide students with opportunities to apply their knowledge to the real world problems.	Policy and Process, Curriculum Development, Academic Support Program, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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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.

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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 2019-2020

Alpine Elementary School

Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction. 2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3. Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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- 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

**School Improvement Plan 2019-2020**

Alpine Elementary School

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 - Proficiency Scales and Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will utilize proficiency scales and rubrics to assess student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Implement	08/27/2019	06/05/2020	\$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 2019-2020**

Alpine Elementary School

Our learning management system, Empower, will continue to be utilized to report on student mastery of concepts in all content areas. Evidences of learning and assessment will be used to report out on grade level standards using Empower. Student data will be collected by teaching staff and accessed by teaching staff and parents. Student progress will be tracked from year to year. Adjustment to instruction will be made based on student progress.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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**Measurable Objective 10:**

34% of Third grade Female students will demonstrate a proficiency on skills in Mathematics by 06/08/2018 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



# School Improvement Plan 2019-2020

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop).	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals

Activity - Learning "Knight"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan 2019-2020**

Alpine Elementary School

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 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.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$2	General Fund, Title I Part A	Administration, Certified Staff, Paraprofessionals
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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 2019-2020

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 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 students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p> <p>Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.</p>	<p>Academic Support Program, Other, Direct Instruction, Materials, Technology , Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement</p>	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

Alpine Elementary School

Consistent procedures and expectations will be consistent across the building. 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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
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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 2019-2020

Alpine Elementary School

Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis. 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.	Policy and Process, Curriculum Development, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$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 2019-2020

Alpine Elementary School

An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.). Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Other, Walkthrough, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

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 mathematics with all students. Time will be devoted to developing schedules that allow for large blocks of math instruction to occur.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# School Improvement Plan 2019-2020

Alpine Elementary School

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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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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# School Improvement Plan 2019-2020

Alpine Elementary School

Instructional coaching will be provided to instructional staff. The coaching will focus on improving our workshop models in ELA and Math. Instructional coaches will be providing modeling to staff, collaborating regularly and facilitating classroom learning labs.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
Activity - Summer Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

Qualifying students will be provided with additional intervention over the summer to build reading skills and prevent summer regression.	Policy and Process, Curriculum Development, Academic Support Program, Other, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	Administration, Certified Staff
Activity - Kent School Service Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

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.	Policy and Process, Academic Support Program, Parent Involvement, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

Extended day learning opportunities will be provided to students so that additional support to students can be offered to who qualify. Support will be provided outside of the school day either before or after school and 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 math and reading to have success in the classroom independently. Instruction will include focus lessons, guided instruction, collaborative learning experiences, and projects based on high interest texts.	Policy and Process, Curriculum Development, Academic Support Program, Other, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	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 2019-2020**

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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
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**School Improvement Plan 2019-2020**

Alpine Elementary School

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 number talks into weekly instruction. Students will be pushed to develop conceptual thinking (mental math) and number sense fluency.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
Activity - Real World Applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

Alpine Elementary School

Grade level teachers will provide students with opportunities to apply their knowledge to the real world problems.	Policy and Process, Curriculum Development, Academic Support Program, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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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: 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 2019-2020**

Alpine Elementary School

Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction. 2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3. Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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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



**School Improvement Plan 2019-2020**

Alpine Elementary School

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 - Proficiency Scales and Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will utilize proficiency scales and rubrics to assess student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Implement	08/27/2019	06/05/2020	\$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 2019-2020**

Alpine Elementary School

Our learning management system, Empower, will continue to be utilized to report on student mastery of concepts in all content areas. Evidences of learning and assessment will be used to report out on grade level standards using Empower. Student data will be collected by teaching staff and accessed by teaching staff and parents. Student progress will be tracked from year to year. Adjustment to instruction will be made based on student progress.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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**Measurable Objective 11:**

37% of Third grade English Learners students will demonstrate a proficiency on skills in Mathematics by 06/08/2018 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

**School Improvement Plan 2019-2020**

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop).	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals

Activity - Learning "Knight"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan 2019-2020**

Alpine Elementary School

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 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.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$2	General Fund, Title I Part A	Administration, Certified Staff, Paraprofessionals
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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 2019-2020

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 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 students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p> <p>Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.</p>	<p>Academic Support Program, Other, Direct Instruction, Materials, Technology , Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement</p>	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

Consistent procedures and expectations will be consistent across the building. 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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis. 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.	Policy and Process, Curriculum Development, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$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

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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 2019-2020**

Alpine Elementary School

An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.). Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Other, Walkthrough, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



**School Improvement Plan 2019-2020**

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 mathematics with all students. Time will be devoted to developing schedules that allow for large blocks of math instruction to occur.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# School Improvement Plan 2019-2020

Alpine Elementary School

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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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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**School Improvement Plan 2019-2020**

Alpine Elementary School

Instructional coaching will be provided to instructional staff. The coaching will focus on improving our workshop models in ELA and Math. Instructional coaches will be providing modeling to staff, collaborating regularly and facilitating classroom learning labs.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
Activity - Summer Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

Qualifying students will be provided with additional intervention over the summer to build reading skills and prevent summer regression.	Policy and Process, Curriculum Development, Academic Support Program, Other, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	Administration, Certified Staff
Activity - Kent School Service Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

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.	Policy and Process, Academic Support Program, Parent Involvement, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

Alpine Elementary School

Extended day learning opportunities will be provided to students so that additional support to students can be offered to who qualify. Support will be provided outside of the school day either before or after school and 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 math and reading to have success in the classroom independently. Instruction will include focus lessons, guided instruction, collaborative learning experiences, and projects based on high interest texts.	Policy and Process, Curriculum Development, Academic Support Program, Other, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	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 2019-2020

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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
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**School Improvement Plan 2019-2020**

Alpine Elementary School

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 number talks into weekly instruction. Students will be pushed to develop conceptual thinking (mental math) and number sense fluency.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
Activity - Real World Applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



# School Improvement Plan 2019-2020

Alpine Elementary School

Grade level teachers will provide students with opportunities to apply their knowledge to the real world problems.	Policy and Process, Curriculum Development, Academic Support Program, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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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: 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 2019-2020

Alpine Elementary School

Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction. 2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3. Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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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

**School Improvement Plan 2019-2020**

Alpine Elementary School

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 - Proficiency Scales and Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will utilize proficiency scales and rubrics to assess student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Implement	08/27/2019	06/05/2020	\$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 2019-2020**

Alpine Elementary School

Our learning management system, Empower, will continue to be utilized to report on student mastery of concepts in all content areas. Evidences of learning and assessment will be used to report out on grade level standards using Empower. Student data will be collected by teaching staff and accessed by teaching staff and parents. Student progress will be tracked from year to year. Adjustment to instruction will be made based on student progress.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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**Measurable Objective 12:**

23% of Fifth grade Economically Disadvantaged students will demonstrate a proficiency on skills in Mathematics by 06/08/2018 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

# School Improvement Plan 2019-2020

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop).	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals

Activity - Learning "Knight"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan 2019-2020**

Alpine Elementary School

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 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.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$2	General Fund, Title I Part A	Administration, Certified Staff, Paraprofessionals
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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 2019-2020

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 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 students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p> <p>Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.</p>	<p>Academic Support Program, Other, Direct Instruction, Materials, Technology , Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement</p>	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

Alpine Elementary School

Consistent procedures and expectations will be consistent across the building. 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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



## School Improvement Plan 2019-2020

Alpine Elementary School

Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis. 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.	Policy and Process, Curriculum Development, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$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 2019-2020**

Alpine Elementary School

An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.). Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Other, Walkthrough, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

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 mathematics with all students. Time will be devoted to developing schedules that allow for large blocks of math instruction to occur.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# School Improvement Plan 2019-2020

Alpine Elementary School

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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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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**School Improvement Plan 2019-2020**

Alpine Elementary School

Instructional coaching will be provided to instructional staff. The coaching will focus on improving our workshop models in ELA and Math. Instructional coaches will be providing modeling to staff, collaborating regularly and facilitating classroom learning labs.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
Activity - Summer Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

Qualifying students will be provided with additional intervention over the summer to build reading skills and prevent summer regression.	Policy and Process, Curriculum Development, Academic Support Program, Other, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	Administration, Certified Staff
Activity - Kent School Service Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

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.	Policy and Process, Academic Support Program, Parent Involvement, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

Extended day learning opportunities will be provided to students so that additional support to students can be offered to who qualify. Support will be provided outside of the school day either before or after school and 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 math and reading to have success in the classroom independently. Instruction will include focus lessons, guided instruction, collaborative learning experiences, and projects based on high interest texts.	Policy and Process, Curriculum Development, Academic Support Program, Other, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	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 2019-2020**

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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
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**School Improvement Plan 2019-2020**

Alpine Elementary School

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 number talks into weekly instruction. Students will be pushed to develop conceptual thinking (mental math) and number sense fluency.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
Activity - Real World Applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

Alpine Elementary School

Grade level teachers will provide students with opportunities to apply their knowledge to the real world problems.	Policy and Process, Curriculum Development, Academic Support Program, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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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: 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 2019-2020

Alpine Elementary School

Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction. 2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3. Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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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

**School Improvement Plan 2019-2020**

Alpine Elementary School

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Tier: Tier 1

Activity - Proficiency Scales and Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will utilize proficiency scales and rubrics to assess student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Implement	08/27/2019	06/05/2020	\$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 2019-2020**

Alpine Elementary School

Our learning management system, Empower, will continue to be utilized to report on student mastery of concepts in all content areas. Evidences of learning and assessment will be used to report out on grade level standards using Empower. Student data will be collected by teaching staff and accessed by teaching staff and parents. Student progress will be tracked from year to year. Adjustment to instruction will be made based on student progress.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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**Measurable Objective 13:**

16% of Fifth grade Students with Disabilities students will demonstrate a proficiency on skills in Mathematics by 06/08/2018 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

# School Improvement Plan 2019-2020

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop).	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals

Activity - Learning "Knight"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# School Improvement Plan 2019-2020

Alpine Elementary School

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 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.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$2	General Fund, Title I Part A	Administration, Certified Staff, Paraprofessionals
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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 2019-2020

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 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 students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p> <p>Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.</p>	<p>Academic Support Program, Other, Direct Instruction, Materials, Technology , Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement</p>	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

Alpine Elementary School

Consistent procedures and expectations will be consistent across the building. 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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis. 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.	Policy and Process, Curriculum Development, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$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 2019-2020

Alpine Elementary School

An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.). Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Other, Walkthrough, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

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 mathematics with all students. Time will be devoted to developing schedules that allow for large blocks of math instruction to occur.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# School Improvement Plan 2019-2020

Alpine Elementary School

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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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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# School Improvement Plan 2019-2020

Alpine Elementary School

Instructional coaching will be provided to instructional staff. The coaching will focus on improving our workshop models in ELA and Math. Instructional coaches will be providing modeling to staff, collaborating regularly and facilitating classroom learning labs.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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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 2019-2020**

Alpine Elementary School

Qualifying students will be provided with additional intervention over the summer to build reading skills and prevent summer regression.	Policy and Process, Curriculum Development, Academic Support Program, Other, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	Administration, Certified Staff
Activity - Kent School Service Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



**School Improvement Plan 2019-2020**

Alpine Elementary School

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.	Policy and Process, Academic Support Program, Parent Involvement, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

Extended day learning opportunities will be provided to students so that additional support to students can be offered to who qualify. Support will be provided outside of the school day either before or after school and 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 math and reading to have success in the classroom independently. Instruction will include focus lessons, guided instruction, collaborative learning experiences, and projects based on high interest texts.	Policy and Process, Curriculum Development, Academic Support Program, Other, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	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 2019-2020

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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
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# School Improvement Plan 2019-2020

Alpine Elementary School

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 number talks into weekly instruction. Students will be pushed to develop conceptual thinking (mental math) and number sense fluency.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
Activity - Real World Applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

Alpine Elementary School

Grade level teachers will provide students with opportunities to apply their knowledge to the real world problems.	Policy and Process, Curriculum Development, Academic Support Program, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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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: 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 2019-2020**

Alpine Elementary School

Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction. 2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3. Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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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

**School Improvement Plan 2019-2020**

Alpine Elementary School

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 - Proficiency Scales and Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will utilize proficiency scales and rubrics to assess student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Implement	08/27/2019	06/05/2020	\$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 2019-2020

Alpine Elementary School

Our learning management system, Empower, will continue to be utilized to report on student mastery of concepts in all content areas. Evidences of learning and assessment will be used to report out on grade level standards using Empower. Student data will be collected by teaching staff and accessed by teaching staff and parents. Student progress will be tracked from year to year. Adjustment to instruction will be made based on student progress.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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## Goal 4: All students will demonstrate proficiency in Science.

### Measurable Objective 1:

50% of Fifth grade students will demonstrate a proficiency of scientific concepts in Science by 06/07/2019 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.

Tier: Tier 1

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop).	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Teacher Collaboration, Community Engagement, Professional Learning, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$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

**School Improvement Plan 2019-2020**

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 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 students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p> <p>Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.</p>	<p>Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Community Engagement, Technology, Behavioral Support Program</p>	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

Consistent procedures and expectations will be consistent across the building. 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.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis. 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.	Policy and Process, Curriculum Development, Parent Involvement, Direct Instruction, Supplemental Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$1	General Fund	Curriculum Director, Building Administration, Certified Staff, Paraprofessionals
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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 2019-2020

Alpine Elementary School

<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.).</p> <p>Materials, Direct Instruction, Policy and Process, Teacher Collaboration, Academic Support Program, Parent Involvement, Supplemental Materials, Curriculum Development, Other, Community Engagement, Behavioral Support Program, Technology, Professional Learning</p> <p>\$1 General Fund</p> <p>Administration, Certified Staff, Paraprofessionals</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. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education 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 will be used to guide instruction. Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.</p>	<p>Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/27/2019</p>	<p>06/05/2020</p>	<p>\$4</p>	<p>Title III, Title I Part A, Title I Part C, Section 31a</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

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.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1		08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff, Paraprofessionals
Activity - Non-Fiction Texts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan 2019-2020**

Alpine Elementary School

Teachers will use a variety of leveled non-fiction texts to teach scientific concepts.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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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 2019-2020**

Alpine Elementary School

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.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$1	General Fund	Curriculum Director, Building Administration, Certified Staff
Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



# School Improvement Plan 2019-2020

Alpine Elementary School

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.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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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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**School Improvement Plan 2019-2020**

Alpine Elementary School

Instructional coaching will be provided to instructional staff. The coaching will focus on building our use of the gradual release of responsibility and moving toward a system of persona mastery. Instructional coaches will be providing modeling to staff, collaborating regularly and facilitating classroom learning labs.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	Curriculum Director, Building Administration, Certified Staff
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Activity - STEM	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan 2019-2020

Alpine Elementary School

A fifth special known as STEM will be implemented 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.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Recruitment and Retention	Tier 1	Implement	08/27/2019	06/05/2020	\$2	General Fund, Section 31a	Curriculum Director, Administration, Certified Staff
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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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## School Improvement Plan 2019-2020

Alpine Elementary School

Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction. 2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3. Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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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

**School Improvement Plan 2019-2020**

Alpine Elementary School

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

Tier: Tier 1

Activity - Proficiency Scales and Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will utilize proficiency scales and rubrics to assess student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Implement	08/27/2019	06/05/2020	\$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, Empower, will continue to be utilized to report on student mastery of concepts in all content areas. Evidences of learning and assessment will be used to report out on grade level standards using Empower. Student data will be collected by teaching staff and accessed by teaching staff and parents. Student progress will be tracked from year to year. Adjustment to instruction will be made based on student progress.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Evaluate	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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## Goal 5: All students will demonstrate proficiency in Social Studies.

### Measurable Objective 1:

47% of Fifth grade students will demonstrate a proficiency on concepts in Social Studies by 06/07/2019 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 2019-2020**

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop).	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$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
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## School Improvement Plan 2019-2020

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.). Our homeless liaison will connect with families who qualify as McKinney Vento 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 students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p> <p>Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.</p>	<p>Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement</p>	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



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Alpine Elementary School

Consistent procedures and expectations will be consistent across the building. 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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan 2019-2020

Alpine Elementary School

Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis. 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.	Curriculum Development, Direct Instruction, Supplemental Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1	Implement	08/27/2019	06/05/2020	\$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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## School Improvement Plan 2019-2020

Alpine Elementary School

Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction. 2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3. Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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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 2019-2020

Alpine Elementary School

<p>An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.).</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. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education 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 will be used to guide instruction.</p> <p>Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.</p>	<p>Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/27/2019</p>	<p>06/05/2020</p>	<p>\$5</p>	<p>Title I Part C, General Fund, Section 31a, Title I Part A, Title III</p>	<p>Administration, Certified Staff, Paraprofessionals</p>
Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# School Improvement Plan 2019-2020

Alpine Elementary School

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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. Scholastic News will be used to inform students about non-fiction text features as well as current events.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$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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Alpine Elementary School

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.	Policy and Process, Curriculum Development, Academic Support Program, Other, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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

Instructional coaching will be provided to instructional staff. The coaching will focus on improving our workshop models in ELA and Math. Instructional coaches will be providing modeling to staff, collaborating regularly and facilitating classroom learning labs.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Extra Curricular, Policy and Process, Curriculum Development, Supplemental Materials, Teacher Collaboration, Community Engagement, Recruitment and Retention	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	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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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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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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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Alpine Elementary School

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.	Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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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

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Activity - Proficiency Scales and Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will utilize proficiency scales and rubrics to assess student learning and to adjust instruction as needed to better meet student needs.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$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, Empower, will continue to be utilized to report on student mastery of concepts in all content areas. Evidences of learning and assessment will be used to report out on grade level standards using Empower. Student data will be collected by teaching staff and accessed by teaching staff and parents. Student progress will be tracked from year to year. Adjustment to instruction will be made based on student progress.	Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administration, Certified Staff
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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 06/05/2020 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		08/27/2019	06/05/2020	\$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 STEM (Science, Technology, Engineering and Mathematics) specialist/elective will be provided to all elementary students. This will target a variety of career and college readiness expectations.	Career Preparation /Orientation , Curriculum Development, Technology	Tier 1	Monitor	08/27/2019	06/05/2020	\$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.	Career Preparation /Orientation , Field Trip, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Other	Building Principal Classroom Teachers PTO

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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.	Career Preparation /Orientation , Field Trip, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Building Principal Classroom Teachers PTO

### 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 2019-2020

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 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.	Policy and Process, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$1	Administration, Certified Staff, Paraprofessionals, EL Staff
Kent School Services Network	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.	Policy and Process, Extra Curricular, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Community Engagement, Behavioral Support Program	Tier 2		08/27/2019	06/05/2020	\$1	Administration, Certified Staff, KSSN Staff

**School Improvement Plan 2019-2020**

Alpine Elementary School

STEM	A STEM (Science, Technology, Engineering and Mathematics) specialist/elective will be provided to all elementary students. This will target a variety of career and college readiness expectations.	Career Preparation /Orientation, Curriculum Development, Technology	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Director of Curriculum Building Principal STEM Teacher
Extended Day Learning Opportunities	Extended day learning opportunities will be provided to students so that additional support to students can be offered to who qualify. Support will be provided outside of the school day either before or after school and 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 math and reading to have success in the classroom independently. Instruction will include focus lessons, guided instruction, collaborative learning experiences, and projects based on high interest texts.	Policy and Process, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff, Paraprofessionals

# School Improvement Plan 2019-2020

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 and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.).</p> <p>Supplemental Materials, Other, Community Engagement, Behavioral Support Program, Materials, Direct Instruction, Technology, Policy and Process, Teacher Collaboration, Academic Support Program</p> <p>Tier 1 Monitor 08/28/2017 06/08/2018 \$5 Title I Part A, Title III, Title I Part C, General Fund, Section 31a Administration, Certified Staff, KSSN Staff, Paraprofessionals</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. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education 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 will be used to guide instruction. Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.</p>	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Technology, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff, KSSN Staff, Paraprofessionals.
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**School Improvement Plan 2019-2020**

Alpine Elementary School

STEM	A fifth special known as STEM will be implemented 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.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Recruitment and Retention	Tier 1	Implement	08/27/2019	06/05/2020	\$1	Curriculum Director, Administration, Certified Staff
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# School Improvement Plan 2019-2020

Alpine Elementary School

Instructional Support	Instructional coaching will be provided to instructional staff. The coaching will focus on building our use of the gradual release of responsibility and moving toward a system of personal mastery. Instructional coaches will be providing modeling to staff, collaborating regularly and facilitating classroom learning labs.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Curriculum Director, Building Administration, Certified Staff
Extended Day Learning Opportunities	Extended day learning opportunities will be provided to students so that additional support to students can be offered to who qualify. Support will be provided outside of the school day either before or after school and 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 math and reading to have success in the classroom independently. Instruction will include focus lessons, guided instruction, collaborative learning experiences, and projects based on high interest texts.	Policy and Process, Curriculum Development, Academic Support Program, Other, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff

**School Improvement Plan 2019-2020**

Alpine Elementary School

Summer Intervention	Qualifying students will be provided with additional intervention over the summer to build reading skills and prevent summer regression.	Policy and Process, Curriculum Development, Academic Support Program, Other, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff
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# School Improvement Plan 2019-2020

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 and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.).</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. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education 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 will be used to guide instruction.</p> <p>Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.</p>	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff, Paraprofessionals
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# School Improvement Plan 2019-2020

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 and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.).</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. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education 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 will be used to guide instruction.</p> <p>Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.</p>	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff, Paraprofessionals
Summer Intervention	Qualifying students will be provided with additional intervention over the summer to build reading skills and prevent summer regression.	Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Technology	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff

# School Improvement Plan 2019-2020

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 and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.).</p> <p>Materials, Direct Instruction, Policy and Process, Teacher Collaborati on, Academic Support Program, Parent Involvement, Supplemental Materials, Curriculum Development, Other, Community Engagem nt, Behavioral Support Program, Technology , Professiona l Learning \$1</p> <p>General Fund</p> <p>Administrati on, Certified Staff, Paraprofessionals</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. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education 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 will be used to guide instruction. Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.</p>	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaborati on, Community Engagem nt, Technology , Behavioral Support Program, Professiona l Learning	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff, Paraprofessionals
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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 2019-2020

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 and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.).</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. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education 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 will be used to guide instruction.</p> <p>Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.</p>	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff, Paraprofessionals
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# School Improvement Plan 2019-2020

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 and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.).</p> <p>Supplemental Materials, Other, Community Engagement, Behavioral Support Program, Materials, Direct Instruction, Technology, Policy and Process, Teacher Collaboration, Academic Support Program</p> <p>Tier 1 Monitor 08/28/2017 06/08/2018 \$5 Title I Part A, Title III, Title I Part C, General Fund, Section 31a Administration, Certified Staff, KSSN Staff, Paraprofessionals Students will be grouped by ability for individualized instruction. Groups will be flexible to allow for movement in and out of various ability groups. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education 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 will be used to guide instruction. Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.</p>	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Technology, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff, KSSN Staff, Paraprofessionals.
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# School Improvement Plan 2019-2020

Alpine Elementary School

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**School Improvement Plan 2019-2020**

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 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.	Policy and Process, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$1	Administration, Certified Staff, Paraprofessionals, EL Staff
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# School Improvement Plan 2019-2020

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 and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.).</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. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education 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 will be used to guide instruction.</p> <p>Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.</p>	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 2	Monitor	08/27/2019	06/05/2020	\$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 2019-2020

Alpine Elementary School

Instructional Support	Instructional coaching will be provided to instructional staff. The coaching will focus on improving our workshop models in ELA and Math. Instructional coaches will be providing modeling to staff, collaborating regularly and facilitating classroom learning labs.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Instructional Staff, Instructional Coach, Building Principal, Director of Curriculum.
Instructional Resources	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.	Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff

# School Improvement Plan 2019-2020

Alpine Elementary School

Kent School Services Network	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.	Policy and Process, Extra Curricular, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Community Engagement, Behavioral Support Program	Tier 2		08/27/2019	06/05/2020	\$1	Administration, Certified Staff, KSSN Staff
Learning "Knight"	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 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.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff, Paraprofessionals

**School Improvement Plan 2019-2020**

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff
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**School Improvement Plan 2019-2020**

Alpine Elementary School

Proficiency Scales and Rubrics	Instructional staff will utilize proficiency scales and rubrics to assess student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff, Paraprofessionals
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# School Improvement Plan 2019-2020

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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff, Paraprofessionals
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# School Improvement Plan 2019-2020

Alpine Elementary School

Family Communication and Participation	<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 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 students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p> <p>Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.</p>	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$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.	Academic Support Program, Direct Instruction, Materials, Technology	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Classroom Teachers, Specialists, Interventionists, Special Education Staff, EL Staff, Available Paraprofessionals, Building Principal.

**School Improvement Plan 2019-2020**

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 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.	Policy and Process, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$1	Administration, Certified Staff, Paraprofessionals, EL Staff
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**School Improvement Plan 2019-2020**

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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff
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# School Improvement Plan 2019-2020

Alpine Elementary School

Proficiency Scales and Rubrics	Instructional staff will utilize proficiency scales and rubrics to assess student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Implement	08/27/2019	06/05/2020	\$1	Administration, Certified Staff
Family Communication and Participation	<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 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 students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p> <p>Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.</p>	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Community Engagement, Technology, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff, Paraprofessionals

# School Improvement Plan 2019-2020

Alpine Elementary School

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**School Improvement Plan 2019-2020**

Alpine Elementary School

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 number talks into weekly instruction. Students will be pushed to develop conceptual thinking (mental math) and number sense fluency.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff
Non-Fiction Texts	Teachers will use a variety of leveled non-fiction texts to teach social studies concepts. Scholastic News will be used to inform students about non-fiction text features as well as current events.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff

# School Improvement Plan 2019-2020

Alpine Elementary School

Family Communication and Participation	<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 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 students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p>	Policy and Process, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$1	Administration, Certified Staff, Paraprofessionals
Collaborative Learning	<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>	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Walkthrough, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff, Instructional Coach

# School Improvement Plan 2019-2020

Alpine Elementary School

Stakeholder Voice	High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop).	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff, Paraprofessionals
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**School Improvement Plan 2019-2020**

Alpine Elementary School

Stakeholder Voice	High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop).	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Teacher Collaboration, Community Engagement, Professional Learning, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$0	Administration, Certified Staff, Paraprofessionals
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**School Improvement Plan 2019-2020**

Alpine Elementary School

Procedures and Expectations	Consistent procedures and expectations will be consistent across the building. 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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff, Paraprofessionals
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**School Improvement Plan 2019-2020**

Alpine Elementary School

Stakeholder Voice	High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop).	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff, Paraprofessionals
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# School Improvement Plan 2019-2020

Alpine Elementary School

Kent School Service Network	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.	Policy and Process, Academic Support Program, Parent Involvement, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff
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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff

**School Improvement Plan 2019-2020**

Alpine Elementary School

Learning Management System	Our learning management system, Empower, will continue to be utilized to report on student mastery of concepts in all content areas. Evidences of learning and assessment will be used to report out on grade level standards using Empower. Student data will be collected by teaching staff and accessed by teaching staff and parents. Student progress will be tracked from year to year. Adjustment to instruction will be made based on student progress.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Walkthrough, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff, Support Staff
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# School Improvement Plan 2019-2020

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 and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.).</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. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education 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 will be used to guide instruction.</p> <p>Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.</p>	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff, Paraprofessionals
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**School Improvement Plan 2019-2020**

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff
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**School Improvement Plan 2019-2020**

Alpine Elementary School

Learning "Knight"	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 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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Behavioral Support Program, Professional Learning, Extra Curricular, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff, Paraprofessionals
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# School Improvement Plan 2019-2020

Alpine Elementary School

Stakeholder Voice	High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop).	Academic Support Program, Direct Instruction, Walkthrough, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Supplemental Materials, Teacher Collaboration, Community Engagement, Recruitment and Retention	Tier 1		08/27/2019	06/05/2020	\$1	Administration, Certified Staff, Paraprofessionals
STEM	A STEM (Science, Technology, Engineering and Mathematics) specialist/elective will be provided to all elementary students. This will target a variety of career and college readiness expectations.	Career Preparation /Orientation, Curriculum Development, Technology	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Director of Curriculum Building Principal STEM Teacher

# School Improvement Plan 2019-2020

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 and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.).</p> <p>Supplemental Materials, Other, Community Engagement, Behavioral Support Program, Materials, Direct Instruction, Technology, Policy and Process, Teacher Collaboration, Academic Support Program</p> <p>Tier 1 Monitor 08/28/2017 06/08/2018 \$5 Title I Part A, Title III, Title I Part C, General Fund, Section 31a Administration, Certified Staff, KSSN Staff, Paraprofessionals Students will be grouped by ability for individualized instruction. Groups will be flexible to allow for movement in and out of various ability groups. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education 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 will be used to guide instruction. Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.</p>	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Technology, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff, KSSN Staff, Paraprofessionals.
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**School Improvement Plan 2019-2020**

Alpine Elementary School

Proficiency Scales and Rubrics	Instructional staff will utilize proficiency scales and rubrics to assess student learning and to adjust instruction as needed to better meet student needs.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff
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**School Improvement Plan 2019-2020**

Alpine Elementary School

Character Education	Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis. 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.	Policy and Process, Curriculum Development, Parent Involvement, Direct Instruction, Supplemental Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$1	Curriculum Director, Building Administration, Certified Staff, Paraprofessionals
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**School Improvement Plan 2019-2020**

Alpine Elementary School

Stakeholder Voice	High levels of stakeholder voice is a key attribute to highly effective schools. Simply put, stakeholder voice leverages the opinions and thinking of all stakeholders in the school community as a key element in making quality decisions. Inherent to stakeholder voice is a shared-decision making process which must be created, communicated and implemented. This process clarifies which decisions are made by administrators and which are made in a collaborative manner. A transparent data-gathering plan is in place to collect information from students, parents, and staff. Data is shared in a transparent manner and decisions are connected to feedback (also called a feedback loop).	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff
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**School Improvement Plan 2019-2020**

Alpine Elementary School

Instructional Support	Instructional coaching will be provided to instructional staff. The coaching will focus on improving our workshop models in ELA and Math. Instructional coaches will be providing modeling to staff, collaborating regularly and facilitating classroom learning labs.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff
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**School Improvement Plan 2019-2020**

Alpine Elementary School

Real World Applications	Grade level teachers will provide students with opportunities to apply their knowledge to the real world problems.	Policy and Process, Curriculum Development, Academic Support Program, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff
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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff

**School Improvement Plan 2019-2020**

Alpine Elementary School

STEM	A fifth special known as STEM will be implemented 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.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Recruitment and Retention	Tier 1	Implement	08/27/2019	06/05/2020	\$1	Curriculum Director, Administration, Certified Staff
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**School Improvement Plan 2019-2020**

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.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1		08/27/2019	06/05/2020	\$1	Administration, Certified Staff, Paraprofessionals
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# School Improvement Plan 2019-2020

Alpine Elementary School

Multi-tiered System of Support (MTSS)	An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.). Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Other, Walkthrough, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff, Paraprofessionals
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.	Policy and Process, Curriculum Development, Academic Support Program, Other, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff

**School Improvement Plan 2019-2020**

Alpine Elementary School

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 mathematics with all students. Time will be devoted to developing schedules that allow for large blocks of math instruction to occur.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff
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		08/27/2019	06/05/2020	\$1	Building Principal KSSN School Coordinator Classroom Teachers

# School Improvement Plan 2019-2020

Alpine Elementary School

Character Education	Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis. 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.	Curriculum Development, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1	Implement	08/27/2019	06/05/2020	\$1	Curriculum Director, Building Administration, Certified Staff, Paraprofessionals
Procedures and Expectations	Consistent procedures and expectations will be consistent across the building. 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.	Academic Support Program, Direct Instruction, Walkthrough, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff, Paraprofessionals

# School Improvement Plan 2019-2020

Alpine Elementary School

Phonics First Instruction	<p>School Improvement Plan 2017-2018 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. Materials, Direct Instruction, Policy and Process, Teacher Collaborati on, Academic Support Program, Parent Involvement, Supplemental Materials, Curriculum Developme nt, Other, Community Engageme nt, Behavioral Support Program, Technology , Professiona l Learning Tier 1 Monitor 08/21/2017 06/08/2018 \$1 General Fund Administrati on, Certified Staff Activity - Phonics First Instruction Activity Type Tier Tier 1 Phase Monitor Begin Date 08/28/2017 End Date 06/08/2018 Resource Assigned Source Of Funding Staff Responsibl e Teachers in grades K-2 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>	Curriculum Developme nt, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthroug h, Materials, Teacher Collaborati on, Professiona l Learning	Tier 1		08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff
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# School Improvement Plan 2019-2020

Alpine Elementary School

Character Education	Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis. 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.	Policy and Process, Curriculum Development, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$1	Curriculum Director, Building Administration, Certified Staff, Paraprofessionals
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.	Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Curriculum Director, Building Administration, Certified Staff

# School Improvement Plan 2019-2020

Alpine Elementary School

Learning Management System	Our learning management system, Empower, will continue to be utilized to report on student mastery of concepts in all content areas. Evidences of learning and assessment will be used to report out on grade level standards using Empower. Student data will be collected by teaching staff and accessed by teaching staff and parents. Student progress will be tracked from year to year. Adjustment to instruction will be made based on student progress.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Implement	08/27/2019	06/05/2020	\$1	Administration, Certified Staff, Paraprofessionals
Expected Minutes of Instruction	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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff

# School Improvement Plan 2019-2020

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.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff
Character Education	Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis. 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.	Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Materials, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$1	Curriculum Director, Building Administration, Certified Staff, Paraprofessionals



**School Improvement Plan 2019-2020**

Alpine Elementary School

Learning Management System	Our learning management system, Empower, will continue to be utilized to report on student mastery of concepts in all content areas. Evidences of learning and assessment will be used to report out on grade level standards using Empower. Student data will be collected by teaching staff and accessed by teaching staff and parents. Student progress will be tracked from year to year. Adjustment to instruction will be made based on student progress.	Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff
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# School Improvement Plan 2019-2020

Alpine Elementary School

Instructional Support	Instructional coaching will be provided to instructional staff. The coaching will focus on improving our workshop models in ELA and Math. Instructional coaches will be providing modeling to staff, collaborating regularly and facilitating classroom learning labs.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff, Paraprofessionals
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.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$1	Curriculum Director, Building Administration, Certified Staff

**School Improvement Plan 2019-2020**

Alpine Elementary School

Procedures and Expectations	Consistent procedures and expectations will be consistent across the building. 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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff, Paraprofessionals
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**School Improvement Plan 2019-2020**

Alpine Elementary School

Non-Fiction Texts	Teachers will use a variety of leveled non-fiction texts to teach scientific concepts.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff
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# School Improvement Plan 2019-2020

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 and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.).</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. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education 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 will be used to guide instruction.</p> <p>Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.</p>	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff, Paraprofessionals
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# School Improvement Plan 2019-2020

Alpine Elementary School

Learning Management System	Our learning management system, Empower, will continue to be utilized to report on student mastery of concepts in all content areas. Evidences of learning and assessment will be used to report out on grade level standards using Empower. Student data will be collected by teaching staff and accessed by teaching staff and parents. Student progress will be tracked from year to year. Adjustment to instruction will be made based on student progress.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Evaluate	08/27/2019	06/05/2020	\$1	Administration, Certified Staff
Proficiency Scales and Rubrics	Instructional staff will utilize proficiency scales and rubrics to assess student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Professional Learning, Behavioral Support Program	Tier 1	Implement	08/27/2019	06/05/2020	\$1	Administration, Certified Staff, Paraprofessionals

**School Improvement Plan 2019-2020**

Alpine Elementary School

Instructional Support	Instructional coaching will be provided to instructional staff. The coaching will focus on improving our workshop models in ELA and Math. Instructional coaches will be providing modeling to staff, collaborating regularly and facilitating classroom learning labs.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Extra Curricular, Policy and Process, Curriculum Development, Supplemental Materials, Teacher Collaboration, Community Engagement, Recruitment and Retention	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff
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# School Improvement Plan 2019-2020

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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	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.	Academic Support Program, Direct Instruction, Teacher Collaboration, Technology	Tier 1	Evaluate	08/27/2019	06/05/2020	\$1	Classroom Teachers, Special Education Staff, Interventionists, EL Staff, Paraprofessionals, Specialists, Building Principal.



**School Improvement Plan 2019-2020**

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.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff
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# School Improvement Plan 2019-2020

Alpine Elementary School

Family Communication and Participation	<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.). Our homeless liaison will connect with families who qualify as McKinney Vento 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 students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).</p> <p>Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.</p>	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff
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**School Improvement Plan 2019-2020**

Alpine Elementary School

Procedures and Expectations	Consistent procedures and expectations will be consistent across the building. 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.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$1	Administration, Certified Staff, Paraprofessionals
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**School Improvement Plan 2019-2020**

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.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff
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**School Improvement Plan 2019-2020**

Alpine Elementary School

Character Education	Behavior instruction specific to positive learner qualities will occur in the classroom on a regular basis. 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.	Academic Support Program, Direct Instruction, Walkthrough, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Implement	08/27/2019	06/05/2020	\$1	Administration, Certified Staff, Special Education Staff, Support Staff
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**School Improvement Plan 2019-2020**

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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff
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**School Improvement Plan 2019-2020**

Alpine Elementary School

Procedures and Expectations	Consistent procedures and expectations will be consistent across the building. 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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff
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# School Improvement Plan 2019-2020

Alpine Elementary School

Learning Management System	Our learning management system, Empower, will continue to be utilized to report on student mastery of concepts in all content areas. Evidences of learning and assessment will be used to report out on grade level standards using Empower. Student data will be collected by teaching staff and accessed by teaching staff and parents. Student progress will be tracked from year to year. Adjustment to instruction will be made based on student progress.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff
Expected Minutes of Instruction	General education classroom teachers in grades K-5 will spend a minimum of 45 minutes each day in the content area of writing with all students. Time will be devoted to developing schedules that allow for large blocks of ELA instruction to occur.	Policy and Process, Curriculum Development, Academic Support Program, Other, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff, Paraprofessionals



**School Improvement Plan 2019-2020**

Alpine Elementary School

Proficiency Scales and Rubrics	Instructional staff will utilize proficiency scales and rubrics to assess student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professional Learning	Tier 1	Implement	08/27/2019	06/05/2020	\$1	Administration, Certified Staff
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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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# School Improvement Plan 2019-2020

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 and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.).</p> <p>Supplemental Materials, Other, Community Engagement, Behavioral Support Program, Materials, Direct Instruction, Technology, Policy and Process, Teacher Collaboration, Academic Support Program</p> <p>Tier 1 Monitor 08/28/2017 06/08/2018 \$5 Title I Part A, Title III, Title I Part C, General Fund, Section 31a Administration, Certified Staff, KSSN Staff, Paraprofessionals</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. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education 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 will be used to guide instruction. Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.</p>	Policy and Process, Curriculum Development, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Technology, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff, KSSN Staff, Paraprofessionals.
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**School Improvement Plan 2019-2020**

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 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.	Policy and Process, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$1	Administration, Certified Staff, Paraprofessionals, EL Staff
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# School Improvement Plan 2019-2020

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 and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.).</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. Intervention support will be provided to those students who qualify. Classroom teachers, interventionists, paraprofessionals, English Learner staff, special education 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 will be used to guide instruction.</p> <p>Research Cited: Jimerson, S. R., Burn, M. K., and VanDeHeyden, A. M. (Eds) The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (pp.354-377). New York: Springer.</p>	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professional Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff, Paraprofessionals
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# School Improvement Plan 2019-2020

Alpine Elementary School

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# School Improvement Plan 2019-2020

Alpine Elementary School

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## Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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# School Improvement Plan 2019-2020

Alpine Elementary School

Book Bags	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.	Policy and Process, Academic Support Program, Parent Involvement, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff, Instructional Coach, Support Staff
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 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.	Policy and Process, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$1	Administration, Certified Staff, Paraprofessionals, EL Staff

# School Improvement Plan 2019-2020

Alpine Elementary School

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# School Improvement Plan 2019-2020

Alpine Elementary School

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# School Improvement Plan 2019-2020

Alpine Elementary School

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# School Improvement Plan 2019-2020

Alpine Elementary School

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**School Improvement Plan 2019-2020**

Alpine Elementary School

Learning "Knight"	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 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.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Other, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff, Paraprofessionals
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