Alpine Elementary School Kenowa Hills Public Schools

Mr. Jason Snyder 4730 BAUMHOFF AVE NW COMSTOCK PARK, MI 49321-9741

TABLE OF CONTENTS

Overview	. 1
Goals Summary	. 2
Goal 1: All students at Alpine Elementary School will become proficient readers.	. 3
Goal 2: All students at Alpine Elementary will become proficient writers.	122
Goal 3: All students at Alpine Elementary will develop proficient math skills.	276
Goal 4: All students will demonstrate proficiency in Science.	510
Goal 5: All students will demonstrate proficiency in Social Studies.	524
Goal 6: All students will be aware of the Michigan's Six Career Zones	537
Activity Summary by Funding Source	539

Alpine Elementary School

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

Category: English/Language Arts

Research Cited: Marzano, R. J. (2003). What works in schools: Translating research into action. Alexandria, Va: Association for Supervision and Curriculum Development. What Works in Schools (ASCD, 2003). DuFour, R., & Marzano, R. J. (2011). Leaders of learning: How district, school, and classroom leaders improve student achievement. Bloomington, IN: Solution Tree Press. Schmoker, M. (2005). Here and now: Improving teaching and learning. In R. DuFour, R. Eaker, & R. DuFour (Eds). On common ground: The power of professional learning communities (pp. 135-153). Bloomington, IN: Solution Tree. "Implementing a strategy of common, rigorous standards with differentiated resources and instruction can create excellence and equity for all students." (Childress, Doyle, & Thomas, 2009, p. 133, emphasis added).

Tier: Tier 1

Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date		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, Intervention ists, Special Education Staff, EL Staff, Available Paraprofes sionals, Building Principal.
Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date		Source Of Funding	Staff Responsibl

Alpine Elementary School

General education classroom teachers in grades K-5 will spend a minimum of 75 minutes each day in the content area of reading with all students. Time will be devoted to developing schedules that allow for large blocks of ELA instruction to occur.	Academic Support Program, Direct Instruction, Teacher Collaborati on, Technology	Tier 1	Evaluate	08/27/2019	06/05/2020	\$1	General Fund	Classroom Teachers, Special Education Staff, Intervention ists, EL Staff, Paraprofes sionals, Specialists, Building Principal.
Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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 Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaboration, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Instructiona I Staff, Instructiona I 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 Responsibl e

Alpine Elementary School

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An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.). Supplemen tal Materials, Other, Community Engagement, Behavioral Support Program, Materials, Direct Instruction, Technology, Policy and Process, Teacher Collaboration, Academic Support Program 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, Paraprofes sionals 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.	Program, Direct Instruction, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Technology , Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$5	Title I Part A, General Fund, Title III, Section 31a, Title I Part C	Administrati on, Certified Staff, KSSN Staff, Paraprofes sionals.
Activity - Summer Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl

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, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Technology	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	Administrati on, Certified Staff
Activity - Kent School Services Network Partnership will be continued to	Activity Type	Tier 2	Phase	Ü		Resource Assigned		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, Supplemen tal Materials, Walkthrough, Materials, Teacher Collaboration, Community Engagement, Behavioral Support Program	Tier 2		08/27/2019	06/05/2020	\$ 2	Section 31a, General Fund	Administrati on, Certified Staff, KSSN Staff
Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

Alpine Elementary School

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, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1		Administrati on, Certified Staff, Paraprofes sionals
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Funding	Staff Responsibl e

Alpine Elementary School

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.	nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support	Tier 1	Monitor	08/27/2019	06/05/2020		Administrati on, Certified Staff
Activity - Phonics First Instruction	Program, Professiona I Learning Activity Type	Tier	Phase	Begin Date			Staff Responsibl

Alpine Elementary School

Community Engageme nt, Behavioral Support Program, Technology, Professiona I Learning Tier 1 Monitor	Program, Direct Instruction, Supplemen tal Materials, Walkthroug h, Materials, Teacher	Tier 1	08/27/2019	06/05/2020	General Fund	Administrati on, Certified Staff
08/21/2017 06/08/2018	Collaborati on,					
\$1 General Fund	Professiona I Learning					
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 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.						

(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

Alpine Elementary School

	Activity Type	Tier	Phase	Begin Date		Resource Assigned	Source Of Funding	Staff Responsibl e
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, Walkthroug h, Materials, Technology, Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Supplemen tal Materials, Teacher Collaboration, Community Engageme nt, Recruitmen t and Retention	Tier 1		08/27/2019	06/05/2020	\$1	General	Administrati on, Certified Staff, Paraprofes sionals
Activity - Book Bags	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

Alpine Elementary School

Materials, Teacher Collaborati on, Community	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.	Process, Academic Support Program, Parent Involvemen t, Supplemen tal Materials, Materials, Teacher Collaborati on,	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Title I Part A	Administrati on, Certified Staff, Instructiona I 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 Responsibl e
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 Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engagement, Technology Professional Learning, Behavioral Support Program			08/27/2019	06/05/2020	\$5	Title III, General Fund, Title I Part C, Title I Part A, Section 31a	Staff, Paraprofes

Alpine Elementary School

Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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.).	Policy and Process, Academic Support Program, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology, Professiona I Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl

	Activity Type	Tier	Phase	Begin Date		Staff Responsibl
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Alpine Elementary School

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, Walkthroug h, Materials, Technology, Professiona I 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	l _	Administrati on, Certified Staff, Paraprofes sionals
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Funding	Staff Responsible

Alpine Elementary School

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. The professional development and implementation monitoring will be seen to be a seen	Support Program, Direct Instruction, Walkthrough, Waterials, Technology Professiona Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engageme	Tier 1	Implement	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, 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

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.	Developme nt, Academic Support Program, Direct Instruction,		Monitor	08/27/2019	06/05/2020	\$1	General	Administrati on, Certified Staff, Instructiona I 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

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

Instructional staff will utilize proficiency scales and rubrics to asses 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 Implement 08/27/2019 06/05/2020 \$1 General Fund On, Certified Staff, Paraprofes sionals	Activity - Proficiency Scales and Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
	asses student learning and to adjust instruction as needed to	Process, Curriculum Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Professiona I Learning, Behavioral Support		Implement	08/27/2019	06/05/2020	\$1	General Fund	Certified Staff, Paraprofes

Activity Type	Tier	Phase	Begin Date		Staff Responsibl
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Alpine Elementary School

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.	Program, Parent Involvemen t, Direct Instruction, Walkthroug h, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Support Staff
	Program, Professiona I Learning						

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.

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

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, Intervention ists, Special Education Staff, EL Staff, Available Paraprofes sionals, Building Principal.		
Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible		
General education classroom teachers in grades K-5 will spend a minimum of 75 minutes each day in the content area of reading with all students. Time will be devoted to developing schedules that allow for large blocks of ELA instruction to occur.	Academic Support Program, Direct Instruction, Teacher Collaborati on, Technology	Tier 1	Evaluate	08/27/2019	06/05/2020	\$1	General Fund	Classroom Teachers, Special Education Staff, Intervention ists, EL Staff, Paraprofes sionals, Specialists, Building Principal.		
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Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e		

Alpine Elementary School

staff, collaborating regularly and facilitating classroom learning labs.	Policy and Process, Curriculum Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	General Fund	Instructiona I Staff, Instructiona I Coach, Building Principal, Director of Curriculum.
	Activity Type	Tier	Phase	Begin Date	End Date		Staff Responsibl e

Alpine Elementary School

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.). Supplemen tal Materials, Other, Community Engageme nt, Behavioral Support Program, Materials, Direct Instruction, Technology, Policy and Process, Teacher Collaborati on, Academic Support Program Tier 1 Monitor 08/28/2017 06/08/2018 \$5 Title I Part A, Title III, Title I Part C, General Fund, Section 31a Administrati on, Certified Staff, KSSN Staff, Paraprofes sionals 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.	Program, Direct Instruction, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Technology , Behavioral Support Program			08/27/2019			General Fund, Title I Part C, Title I Part A, Title III	Staff, Paraprofes sionals.
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

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, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Technology	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	Administrati on, Certified Staff
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Activity - Kent School Services Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e
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, Supplemen tal Materials, Walkthrough, Materials, Teacher Collaboration, Community Engagement, Behavioral Support Program	Tier 2		08/27/2019	06/05/2020	\$2	Section 31a, General Fund	Administrati on, Certified Staff, KSSN Staff
Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

Alpine Elementary 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, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program		Monitor	08/27/2019	06/05/2020	\$1	Section 31a	Administrati on, Certified Staff, Paraprofes sionals
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Funding	Staff Responsibl e

Alpine Elementary School

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 Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsible

Alpine Elementary School

Community Engageme nt, Behavioral Support Program, Technology, Professiona I Learning Tier 1 Monitor	Program, Direct Instruction, Supplemen tal Materials, Walkthroug h, Materials, Teacher	Tier 1	08/27/2019	06/05/2020	General Fund	Administrati on, Certified Staff
08/21/2017 06/08/2018	Collaborati on,					
\$1 General Fund	Professiona I Learning					
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 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.						

(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

Alpine Elementary School

	Activity Type	Tier	Phase	Begin Date		Resource Assigned	Source Of Funding	Staff Responsibl e
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, Walkthroug h, Materials, Technology, Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt, Recruitmen t and Retention	Tier 1		08/27/2019	06/05/2020	\$1	General	Administrati on, Certified Staff, Paraprofes sionals
Activity - Book Bags	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

Alpine Elementary School

and hands on reading material that is leveled based on their	Policy and Process, Academic Support Program, Parent Involvemen	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Title I Part A	Administrati on, Certified Staff, Instructiona I Coach, Support
	t, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt							Staff

Activity - Parent Involvement Learning Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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 Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engagement, Technology, Professional Learning, Behavioral Support Program			08/27/2019	06/05/2020	\$5	Title I Part C, Title III, Section 31a, General Fund, Title I Part A	Administrati on, Certified Staff, Paraprofes sionals, EL Staff

Alpine Elementary School

Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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.).	Policy and Process, Academic Support Program, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professiona I Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of	Staff Responsible

	Activity Type	Tier	Phase	Begin Date		Staff Responsibl
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Alpine Elementary School

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, Walkthroug h, Materials, Technology, Professiona I 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	Administrati on, Certified Staff, Paraprofes sionals
	Activity Type	Tier	Phase	Begin Date				Staff Responsibl

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, Walkthroug h, Materials, Technology	Tier 1	Implement	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Special Education Staff, Support Staff
	Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt							

(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

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.	Developme nt, Academic Support Program, Direct Instruction,		Monitor	08/27/2019	06/05/2020	\$1	General	Administrati on, Certified Staff, Instructiona I 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

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 Responsibl e
Instructional staff will utilize proficiency scales and rubrics to asses student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Walkthrough, Materials, Teacher Collaboration, Professiona I Learning, Behavioral Support Program	Tier 1	Implement	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals

Activity Type	Tier	Phase	Begin Date		Staff Responsibl
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Alpine Elementary School

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.	Program, Parent Involvemen t, Direct Instruction, Walkthroug h, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program,	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Support Staff
	Professiona I Learning						

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

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, Intervention ists, Special Education Staff, EL Staff, Available Paraprofes sionals, Building Principal.
Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General education classroom teachers in grades K-5 will spend a minimum of 75 minutes each day in the content area of reading with all students. Time will be devoted to developing schedules that allow for large blocks of ELA instruction to occur.	Academic Support Program, Direct Instruction, Teacher Collaborati on, Technology	Tier 1	Evaluate	08/27/2019	06/05/2020	\$1	General Fund	Classroom Teachers, Special Education Staff, Intervention ists, EL Staff, Paraprofes sionals, Specialists, Building Principal.
		-	D.					0. "
Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

Alpine Elementary School

staff, collaborating regularly and facilitating classroom learning labs.	Policy and Process, Curriculum Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Instructiona I Staff, Instructiona I Coach, Building Principal, Director of Curriculum.
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

Alpine Elementary School

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.). Supplemen tal Materials, Other, Community Engageme nt, Behavioral Support Program, Materials, Direct Instruction, Technology, Policy and Process, Teacher Collaboration, Academic Support Program 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, Paraprofes sionals 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.	Program, Direct Instruction, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Technology , Behavioral Support Program			08/27/2019			General Fund, Section 31a, Title I Part A, Title I Part C, Title III	Staff, Paraprofes sionals.
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

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, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Technology	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	Administrati on, Certified Staff
Activity - Kent School Services Network Partnership will be continued to	Activity Type	Tier	Phase	Ü		Resource Assigned		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, Supplemen tal Materials, Walkthrough, Materials, Teacher Collaboration, Community Engagement, Behavioral Support Program	Tier 2		08/27/2019	06/05/2020	\$ 2	Section 31a, General Fund	Administrati on, Certified Staff, KSSN Staff
Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

Alpine Elementary School

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, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Community Engageme nt, Technology, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	Administrati on, Certified Staff, Paraprofes sionals
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

Alpine Elementary School

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 Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsible

Alpine Elementary School

Community Engageme nt, Behavioral Support Program, Technology, Professiona I Learning Tier 1 Monitor	Program, Direct Instruction, Supplemen tal Materials, Walkthroug h, Materials, Teacher	Tier 1	08/27/2019	06/05/2020	General Fund	Administrati on, Certified Staff
08/21/2017 06/08/2018	Collaborati on,					
\$1 General Fund	Professiona I Learning					
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 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.						

(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

Alpine Elementary School

	Activity Type	Tier	Phase	Begin Date		Resource Assigned	Source Of Funding	Staff Responsibl e
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, Walkthroug h, Materials, Technology, Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt, Recruitmen t and Retention	Tier 1		08/27/2019	06/05/2020	\$1	General	Administrati on, Certified Staff, Paraprofes sionals
Activity - Book Bags	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

Alpine Elementary School

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 Involvemen t, Supplemen tal Materials, Materials, Teacher Collaborati on,	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Title I Part A	Administrati on, Certified Staff, Instructiona I Coach, Support Staff

Activity - Parent Involvement Learning Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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 Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaboration, Community Engagement, Technology Professional Learning, Behavioral Support Program			08/27/2019	06/05/2020	\$5	Title I Part A, Title III, Section 31a, General Fund, Title I Part C	Administrati on, Certified Staff, Paraprofes sionals, EL Staff

Alpine Elementary School

Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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.).	Policy and Process, Academic Support Program, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professiona I Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of	Staff Responsible

	Activity Type	Tier	Phase	Begin Date		Staff Responsibl
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Alpine Elementary School

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, Walkthroug h, Materials, Technology, Professiona I 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	General Fund	Administrati on, Certified Staff, Paraprofes sionals
	Activity Type	Tier	Phase	Begin Date		Funding	Staff Responsible

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, Walkthroug h, Materials, Technology	Tier 1	Implement	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Special Education Staff, Support Staff
	Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt							

(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

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.	Developme nt, Academic Support Program, Direct Instruction,		Monitor	08/27/2019	06/05/2020	\$1	General	Administrati on, Certified Staff, Instructiona I 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

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 Responsibl e
Instructional staff will utilize proficiency scales and rubrics to asses student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Professiona I Learning, Behavioral Support Program	Tier 1	Implement	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
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Activity Type	Tier	Phase	Begin Date		Staff Responsibl
					е

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 Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Walkthroug h, Materials, Teacher Collaboration, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, 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

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, Intervention ists, Special Education Staff, EL Staff, Available Paraprofes sionals, Building Principal.
Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General education classroom teachers in grades K-5 will spend a minimum of 75 minutes each day in the content area of reading with all students. Time will be devoted to developing schedules that allow for large blocks of ELA instruction to occur.	Academic Support Program, Direct Instruction, Teacher Collaborati on, Technology	Tier 1	Evaluate	08/27/2019	06/05/2020	\$1	General Fund	Classroom Teachers, Special Education Staff, Intervention ists, EL Staff, Paraprofes sionals, Specialists, Building Principal.
Activity - Instructional Support	Activity	Tier	Phase	Begin Date	End Date	Resource	Source Of	Staff
	Туре					Assigned	Funding	Responsibl e

Alpine Elementary School

staff, collaborating regularly and facilitating classroom learning labs.	Policy and Process, Curriculum Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	General Fund	Instructiona I Staff, Instructiona I Coach, Building Principal, Director of Curriculum.
	Activity Type	Tier	Phase	Begin Date	End Date		Staff Responsibl e

Alpine Elementary School

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.). Supplemen tal Materials, Other, Community Engageme nt, Behavioral Support Program, Materials, Direct Instruction, Technology, Policy and Process, Teacher Collaboration, Academic Support Program 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, Paraprofes sionals 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.	Program, Direct Instruction, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Technology , Behavioral Support Program			08/27/2019			General Fund	Administrati on, Certified Staff, KSSN Staff, Paraprofes sionals.
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

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, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Technology	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	Administrati on, Certified Staff
Activity - 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.	Activity Type Policy and Process, Extra Curricular, Academic Support Program, Direct Instruction, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Community Engageme nt, Behavioral Support Program	Tier 2	Phase	Begin Date 08/27/2019	End Date 06/05/2020	Resource Assigned \$2	Source Of Funding General Fund, Section 31a	Staff Responsible Administration, Certified Staff, KSSN Staff
Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

Alpine Elementary School

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, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	Administrati on, Certified Staff, Paraprofes sionals
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

Alpine Elementary School

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 Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsible

Alpine Elementary School

Community Engageme nt, Behavioral Support Program, Technology, Professiona I Learning Tier 1 Monitor	Program, Direct Instruction, Supplemen tal Materials, Walkthroug h, Materials, Teacher	Tier 1	08/27/2019	06/05/2020	General Fund	Administrati on, Certified Staff
08/21/2017 06/08/2018	Collaborati on,					
\$1 General Fund	Professiona I Learning					
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 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.						

(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

Alpine Elementary School

	Activity Type	Tier	Phase	Begin Date		Resource Assigned	Source Of Funding	Staff Responsibl e
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, Walkthroug h, Materials, Technology, Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Supplemen tal Materials, Teacher Collaboration, Community Engageme nt, Recruitmen t and Retention	Tier 1		08/27/2019	06/05/2020	\$1	General	Administrati on, Certified Staff, Paraprofes sionals
Activity - Book Bags	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

Alpine Elementary School

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 Involvemen t, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Title I Part A	Administrati on, Certified Staff, Instructiona I 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			08/27/2019	06/05/2020	\$5	Title I Part A, General Fund, Title III, Title I Part C, Section 31a	Administrati on, Certified Staff, Paraprofes sionals, EL Staff

Alpine Elementary School

Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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.).	Policy and Process, Academic Support Program, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professiona I Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of	Staff Responsible

	Activity Type	Tier	Phase	Begin Date		Staff Responsibl
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Alpine Elementary School

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, Walkthroug h, Materials, Technology, Professiona I 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	General Fund	Administrati on, Certified Staff, Paraprofes sionals
	Activity Type	Tier	Phase	Begin Date		Funding	Staff Responsible

Alpine Elementary School

an instructional resource (True Success) to have conversations with students about behavioral expectations and how they can language will be used throughout the building by all staff. Professional development and implementation monitoring will occur. Professional development and implementation monitoring will occur. Professional learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement			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

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.	Developme nt, Academic Support Program, Direct Instruction,		Monitor	08/27/2019	06/05/2020	\$1	General	Administrati on, Certified Staff, Instructiona I 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

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

Instructional staff will utilize proficiency scales and rubrics to asses 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 Implement 08/27/2019 06/05/2020 \$1 General Fund On, Certified Staff, Paraprofes sionals	Activity - Proficiency Scales and Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
	asses student learning and to adjust instruction as needed to	Process, Curriculum Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Professiona I Learning, Behavioral Support		Implement	08/27/2019	06/05/2020	\$1	General Fund	Certified Staff, Paraprofes

Activity Type	Tier	Phase	Begin Date		Staff Responsibl
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Alpine Elementary School

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.	Program, Parent Involvemen t, Direct Instruction, Walkthroug h, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Support Staff
	Program, Professiona I Learning						

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

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, Intervention ists, Special Education Staff, EL Staff, Available Paraprofes sionals, Building Principal.
Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General education classroom teachers in grades K-5 will spend a minimum of 75 minutes each day in the content area of reading with all students. Time will be devoted to developing schedules that allow for large blocks of ELA instruction to occur.	Academic Support Program, Direct Instruction, Teacher Collaborati on, Technology	Tier 1	Evaluate	08/27/2019	06/05/2020	\$1	General Fund	Classroom Teachers, Special Education Staff, Intervention ists, EL Staff, Paraprofes sionals, Specialists, Building Principal.
Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Alpine Elementary School

staff, collaborating regularly and facilitating classroom learning labs.	Policy and Process, Curriculum Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	General Fund	Instructiona I Staff, Instructiona I Coach, Building Principal, Director of Curriculum.
	Activity Type	Tier	Phase	Begin Date	End Date		Staff Responsibl e

Alpine Elementary School

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.). Supplemen tal Materials, Other, Community Engageme nt, Behavioral Support Program, Materials, Direct Instruction, Technology, Policy and Process, Teacher Collaboration, Academic Support Program 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, Paraprofes sionals 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.	Program, Direct Instruction, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Technology , Behavioral Support Program		Monitor	08/27/2019	06/05/2020		C, Section 31a, General Fund, Title I Part A	Administrati on, Certified Staff, KSSN Staff, Paraprofes sionals.
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

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, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Technology	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	Administrati on, Certified Staff
Activity - 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.	Activity Type Policy and Process, Extra Curricular, Academic Support Program, Direct Instruction, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Community Engageme nt, Behavioral Support Program	Tier 2	Phase	3	End Date 06/05/2020	Resource Assigned \$2	Source Of Funding General Fund, Section 31a	Staff Responsible Administration, Certified Staff, KSSN Staff
Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

Alpine Elementary School

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, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	Administrati on, Certified Staff, Paraprofes sionals
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

Alpine Elementary School

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 Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsible

Alpine Elementary School

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 Developme nt, Academic Support Program,	
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 Program,	
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be embedded into weekly schedules. Opportunities for certified Program,	
Late (for a self-all control of the form of the self-and	
staff to collaborate with grade level or department teams across Direct	
the district will be provided at least quarterly. Instruction,	
Materials, Direct Instruction, Policy and Process, Teacher Supplemen Supplemen	
Collaborati on, Academic Support Program, Parent Involvemen tal	
t, Supplemen tal Materials, Curriculum Developme nt, Other, Materials,	
Community Engageme nt, Behavioral Support Program, Walkthroug	
Technology, Professiona I Learning h,	
Tier 1 Materials,	
Monitor Teacher Teacher	
08/21/2017 Collaborati Col	
06/08/2018 on,	
\$1 Professiona	
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 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.	

(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

Alpine Elementary School

	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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, Walkthroug h, Materials, Technology, Professiona I 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	Administrati on, Certified Staff, Paraprofes sionals
Activity - Book Bags	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

Alpine Elementary School

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 Involvemen t, Supplemen tal Materials, Materials, Teacher Collaborati on,	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Title I Part A	Administrati on, Certified Staff, Instructiona I Coach, Support Staff

Activity - Parent Involvement Learning Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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			08/27/2019	06/05/2020	\$5	Title I Part A, General Fund, Section 31a, Title III, Title I Part C	Administrati on, Certified Staff, Paraprofes sionals, EL Staff

Alpine Elementary School

Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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.).	Policy and Process, Academic Support Program, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professiona I Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of	Staff Responsible

	Activity Type	Tier	Phase	Begin Date		Staff Responsibl
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Alpine Elementary School

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, Walkthroug h, Materials, Technology , Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
	Activity Type	Tier	Phase	Begin Date	End Date		Funding	Staff Responsibl

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, Walkthroug h, Materials, Technology	Tier 1	Implement	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Special Education Staff, Support Staff
	Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt							

(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

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.	Developme nt, Academic Support Program, Direct Instruction,		Monitor	08/27/2019	06/05/2020	\$1	General	Administrati on, Certified Staff, Instructiona I 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

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 Responsibl e
Instructional staff will utilize proficiency scales and rubrics to asses student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Professiona I Learning, Behavioral Support Program	Tier 1	Implement	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
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Activity Type	Tier	Phase	Begin Date		Staff Responsibl
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Page 76 Alpine Elementary School

Alpine Elementary School

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.	Program, Parent Involvemen t, Direct Instruction, Walkthroug h, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program,	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Support Staff
	Professiona I Learning						

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

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
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, Intervention ists, Special Education Staff, EL Staff, Available Paraprofes sionals, Building Principal.
Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General education classroom teachers in grades K-5 will spend a minimum of 75 minutes each day in the content area of reading with all students. Time will be devoted to developing schedules that allow for large blocks of ELA instruction to occur.	Academic Support Program, Direct Instruction, Teacher Collaborati on, Technology	Tier 1	Evaluate	08/27/2019	06/05/2020	\$1	General Fund	Classroom Teachers, Special Education Staff, Intervention ists, EL Staff, Paraprofes sionals, Specialists, Building Principal.
Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

Alpine Elementary School

staff, collaborating regularly and facilitating classroom learning labs.	Policy and Process, Curriculum Developme nt, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	General Fund	Instructiona I Staff, Instructiona I Coach, Building Principal, Director of Curriculum.
	Activity Type	Tier	Phase	Begin Date	End Date		Staff Responsibl e

Alpine Elementary School

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.). Supplemen tal Materials, Other, Community Engageme nt, Behavioral Support Program, Materials, Direct Instruction, Technology, Policy and Process, Teacher Collaboration, Academic Support Program 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, Paraprofes sionals 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.	Program, Direct Instruction, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Technology , Behavioral Support Program			08/27/2019			III, Section 31a, Title I Part C, Title I Part A	Staff, Paraprofes sionals.
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

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, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Technology	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	Administrati on, Certified Staff
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Activity - Kent School Services Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e
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, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Community Engageme nt, Behavioral Support Program	Tier 2		08/27/2019	06/05/2020	\$2	General Fund, Section 31a	Administrati on.
Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

Alpine Elementary School

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, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Community Engageme nt, Technology, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	Administrati on, Certified Staff, Paraprofes sionals
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

Alpine Elementary School

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 Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsible

Alpine Elementary School

Community Engageme nt, Behavioral Support Program, Technology, Professiona I Learning Tier 1 Monitor	Program, Direct Instruction, Supplemen tal Materials, Walkthroug h, Materials, Teacher	Tier 1	08/27/2019	06/05/2020	General Fund	Administrati on, Certified Staff
08/21/2017 06/08/2018	Collaborati on,					
\$1 General Fund	Professiona I Learning					
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 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.						

(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

Alpine Elementary School

	Activity Type	Tier	Phase	Begin Date		Resource Assigned	Source Of Funding	Staff Responsibl e
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, Walkthroug h, Materials, Technology, Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt, Recruitmen t and Retention	Tier 1		08/27/2019	06/05/2020	\$1	General	Administrati on, Certified Staff, Paraprofes sionals
Activity - Book Bags	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

Alpine Elementary School

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	Policy and Process, Academic Support Program, Parent Involvemen t, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt	Tier 1	Monitor	08/27/2019	06/05/2020	\$1		Administrati on, Certified Staff, Instructiona I 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 Responsibl e
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			08/27/2019	06/05/2020	\$5	General Fund, Title III, Title I Part C, Title I Part A, Section 31a	Paraprofes

Alpine Elementary School

Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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.).	Policy and Process, Academic Support Program, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professiona I Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of	Staff Responsible

	Activity Type	Tier	Phase	Begin Date		Staff Responsibl
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Alpine Elementary School

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, Walkthroug h, Materials, Technology , Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
	Activity Type	Tier	Phase	Begin Date	End Date		Funding	Staff Responsibl

Alpine Elementary School

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. The professional development and implementation monitoring will be seen to be a seen	Support Program, Direct Instruction, Walkthrough, Waterials, Technology Professiona Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engageme	Tier 1	Implement	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, 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

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.	Developme nt, Academic Support Program, Direct Instruction,		Monitor	08/27/2019	06/05/2020	\$1	General	Administrati on, Certified Staff, Instructiona I 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

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

Instructional staff will utilize proficiency scales and rubrics to asses 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 Implement 08/27/2019 06/05/2020 \$1 General Fund On, Certified Staff, Paraprofes sionals	Activity - Proficiency Scales and Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
	asses student learning and to adjust instruction as needed to	Process, Curriculum Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Professiona I Learning, Behavioral Support		Implement	08/27/2019	06/05/2020	\$1	General Fund	Certified Staff, Paraprofes

Activity Type	Tier	Phase	Begin Date		Staff Responsibl
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Alpine Elementary School

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.	Program, Parent Involvemen t, Direct Instruction, Walkthroug h, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Support Staff
	Program, Professiona I Learning						

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

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, Intervention ists, Special Education Staff, EL Staff, Available Paraprofes sionals, Building Principal.
Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General education classroom teachers in grades K-5 will spend a minimum of 75 minutes each day in the content area of reading with all students. Time will be devoted to developing schedules that allow for large blocks of ELA instruction to occur.	Academic Support Program, Direct Instruction, Teacher Collaborati on, Technology	Tier 1	Evaluate	08/27/2019	06/05/2020	\$1	General Fund	Classroom Teachers, Special Education Staff, Intervention ists, EL Staff, Paraprofes sionals, Specialists, Building Principal.
Activity - Instructional Support	Activity	Tier	Phase	Begin Date	End Date	Resource	Source Of	Staff
	Туре					Assigned	Funding	Responsibl e

Alpine Elementary School

staff, collaborating regularly and facilitating classroom learning labs.	Policy and Process, Curriculum Developme nt, Academic Support Program, Direct Instruction, Supplemental Materials, Walkthrough, Materials, Teacher Collaboration, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	General Fund	Instructiona I Staff, Instructiona I Coach, Building Principal, Director of Curriculum.
	Activity Type	Tier	Phase	Begin Date	End Date		Staff Responsibl e

Alpine Elementary School

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.). Supplemen tal Materials, Other, Community Engageme nt, Behavioral Support Program, Materials, Direct Instruction, Technology, Policy and Process, Teacher Collaborati on, Academic Support Program Tier 1 Monitor 08/28/2017 06/08/2018 \$5 Title I Part A, Title III, Title I Part C, General Fund, Section 31a Administrati on, Certified Staff, KSSN Staff, Paraprofes sionals 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.	Program, Direct Instruction, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Technology , Behavioral Support Program	Tier 2		08/27/2019			Section 31a, Title I Part C, Title I Part A, Title III	Staff, Paraprofes sionals.
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

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, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Technology	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	Administrati on, Certified Staff
Activity - 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.	Activity Type Policy and Process, Extra Curricular, Academic Support Program, Direct Instruction, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Community Engageme nt, Behavioral Support Program	Tier 2	Phase	Begin Date 08/27/2019	End Date 06/05/2020	Resource Assigned \$2	Source Of Funding General Fund, Section 31a	Staff Responsible Administration, Certified Staff, KSSN Staff
Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

Alpine Elementary School

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, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	Administrati on, Certified Staff, Paraprofes sionals
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

Alpine Elementary School

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 Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsible

Alpine Elementary School

Community Engageme nt, Behavioral Support Program, Technology, Professiona I Learning Tier 1 Monitor	Program, Direct Instruction, Supplemen tal Materials, Walkthroug h, Materials, Teacher	Tier 1	08/27/2019	06/05/2020	General Fund	Administrati on, Certified Staff
08/21/2017 06/08/2018	Collaborati on,					
\$1 General Fund	Professiona I Learning					
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 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.						

(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

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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, Walkthroug h, Materials, Technology , Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt, Recruitmen t and Retention	Tier 1		08/27/2019	06/05/2020	\$1	General	Administrati on, Certified Staff, Paraprofes sionals
Activity - Book Bags	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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 Involvemen t, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Title I Part A	Administrati on, Certified Staff, Instructiona I 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 Responsibl e
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			08/27/2019	06/05/2020	\$5	Section 31a, Title I Part A, General Fund, Title III, Title I Part C	Administrati on, Certified Staff, Paraprofes sionals, EL Staff

Alpine Elementary School

Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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.).	Policy and Process, Academic Support Program, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology Professiona I Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Procedures and Expectations	Activity	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of	Staff Responsible

Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date		Staff Responsibl
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Alpine Elementary School

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, Walkthroug h, Materials, Technology , Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
	Activity Type	Tier	Phase	Begin Date	End Date		Funding	Staff Responsibl

Alpine Elementary School

an instructional resource (True Success) to have conversations with students about behavioral expectations and how they can language will be used throughout the building by all staff. Professional development and implementation monitoring will occur. Professional development and implementation monitoring will occur. Professional learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement			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

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.	Developme nt, Academic Support Program, Direct Instruction,	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General	Administrati on, Certified Staff, Instructiona I 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

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

Instructional staff will utilize proficiency scales and rubrics to asses 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	Activity - Proficiency Scales and Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
	asses student learning and to adjust instruction as needed to	Process, Curriculum Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Professiona I Learning, Behavioral Support		Implement	08/27/2019	06/05/2020	\$1	General Fund	Certified Staff, Paraprofes

Activity Type	Tier	Phase	Begin Date		Staff Responsibl
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Alpine Elementary School

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.	Program, Parent Involvemen t, Direct Instruction, Walkthroug h, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Support Staff
	Program, Professiona I Learning						

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

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
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, Intervention ists, Special Education Staff, EL Staff, Available Paraprofes sionals, Building Principal.
Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General education classroom teachers in grades K-5 will spend a minimum of 75 minutes each day in the content area of reading with all students. Time will be devoted to developing schedules that allow for large blocks of ELA instruction to occur.	Academic Support Program, Direct Instruction, Teacher Collaborati on, Technology	Tier 1	Evaluate	08/27/2019	06/05/2020	\$1	General Fund	Classroom Teachers, Special Education Staff, Intervention ists, EL Staff, Paraprofes sionals, Specialists, Building Principal.
Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

Alpine Elementary School

staff, collaborating regularly and facilitating classroom learning labs.	Policy and Process, Curriculum Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Instructiona I Staff, Instructiona I Coach, Building Principal, Director of Curriculum.
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

Alpine Elementary School

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An MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction and interventions matched to student need, (2) monitoring progress frequently to make decisions about changes in instruction or goals, (3) using data are to allocate resources to improve student learning, (4) supporting staff implementation of effective practices (Kent County Intermediate School District, n.d.). Supplemen tal Materials, Other, Community Engageme nt, Behavioral Support Program, Materials, Direct Instruction, Technology, Policy and Process, Teacher Collaboration, Academic Support Program 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, Paraprofes sionals 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.	Program, Direct Instruction, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Technology , Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$5	Title III, Title I Part A, General Fund, Title I Part C, Section 31a	KSSN
Activity - Summer Intervention	Activity	Tier	Phase	Begin Date	End Date		Source Of	Staff
	Туре					Assigned	Funding	Responsibl e

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, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Technology	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	Administrati on, Certified Staff
Activity - Kent School Services Network Partnership will be continued to	Activity Type	Tier	Phase	Ü		Resource Assigned		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, Supplemen tal Materials, Walkthrough, Materials, Teacher Collaboration, Community Engagement, Behavioral Support Program	Tier 2		08/27/2019	06/05/2020	\$ 2	Section 31a, General Fund	Administrati on, Certified Staff, KSSN Staff
Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

Alpine Elementary School

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, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Community Engageme nt, Technology, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	Administrati on, Certified Staff, Paraprofes sionals
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

Alpine Elementary School

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 Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsible

Alpine Elementary School

Community Engageme nt, Behavioral Support Program, Technology, Professiona I Learning Tier 1 Monitor	Program, Direct Instruction, Supplemen tal Materials, Walkthroug h, Materials, Teacher	Tier 1	08/27/2019	06/05/2020	General Fund	Administrati on, Certified Staff
08/21/2017 06/08/2018	Collaborati on,					
\$1 General Fund	Professiona I Learning					
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 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.						

(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

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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, Walkthroug h, Materials, Technology , Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt, Recruitmen t and Retention	Tier 1		08/27/2019	06/05/2020	\$1	General	Administrati on, Certified Staff, Paraprofes sionals
Activity - Book Bags	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Alpine Elementary School

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	Policy and Process, Academic Support Program, Parent Involvemen t, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt	Tier 1	Monitor	08/27/2019	06/05/2020	\$1		Administrati on, Certified Staff, Instructiona I 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 Responsibl e
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 Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology Professiona I Learning, Behavioral Support Program			08/27/2019	06/05/2020	\$5	Section 31a, Title I Part A, Title III, General Fund, Title I Part C	Staff,

Alpine Elementary School

Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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.).	Policy and Process, Academic Support Program, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaboration, Community Engageme nt, Technology, Professiona I Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$1	General	Administrati on, Certified Staff, Paraprofes sionals
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date			Source Of Funding	Staff Responsibl

Alpine Elementary School

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, Walkthroug h, Materials, Technology , Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
	Activity Type	Tier	Phase	Begin Date	End Date		Funding	Staff Responsibl

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, Walkthroug h, Materials, Technology	Tier 1	Implement	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Special Education Staff, Support Staff
	Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt							

(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

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.	Developme nt, Academic Support Program, Direct Instruction,		Monitor	08/27/2019	06/05/2020	\$1	General	Administrati on, Certified Staff, Instructiona I 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

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 Responsibl e
Instructional staff will utilize proficiency scales and rubrics to asses student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Professiona I Learning, Behavioral Support Program	Tier 1	Implement	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
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Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date	Resource Assigned		Staff Responsibl
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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.	Program, Parent Involvemen t, Direct Instruction, Walkthroug h, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program,	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Support Staff
	Professiona I Learning						

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

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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).	Professiona	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General	Administrati on, Certified Staff, Paraprofes sionals
Activity - Learning "Knight"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Alpine Elementary School

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, Professiona I Learning, Extra Curricular, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor		06/05/2020		General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Funding	Staff Responsible

Alpine Elementary School

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.). Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.	Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt	Tier 1		08/27/2019			General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsible

Alpine Elementary School

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.	Program,	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
	Activity Type	Tier	Phase	Begin Date	End Date		Source Of Funding	Staff Responsibl e

Alpine Elementary School

an instructional resource (True Success) to have conversations with students about behavioral expectations and how they can	Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Materials, Community Engageme nt, Technology , Professiona I Learning, Behavioral Support Program			08/27/2019	06/05/2020	\$1	General Fund	Curriculum Director, Building Administrati on, Certified Staff, Paraprofes sionals
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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		Staff Responsibl
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Alpine Elementary School

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.). 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.	Technology, Professiona I Learning, Behavioral Support Program, Policy and	Tier 2		08/27/2019	06/05/2020	\$5	C, General Fund, Title I	Administrati on, Certified Staff, Paraprofes sionals
	Activity Type	Tier	Phase	Begin Date	End Date			Staff Responsibl

Alpine Elementary School

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 Developme nt, Academic Support Program, Other, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Technology Professiona I Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

Alpine Elementary School

and Math. Instructional coaches will be providing modeling to staff, collaborating regularly and facilitating classroom learning labs.	Policy and Process, Curriculum Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaboration, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl

Alpine Elementary School

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, Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Phonics First Dictation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

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 Developme	Tier 1	Monitor	08/27/2019	06/05/2020	General Fund	Administrati on, Certified Staff
	nt, Academic Support Program,						
	Direct Instruction, Supplemen tal Materials,						
	Materials, Teacher Collaborati on,						
	Technology Professiona						

Activity - MAISA Writing Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		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 Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Technology , Professiona I Learning	Tier 1	Monitor	08/27/2019	06/05/2020		General Fund	Curriculum Director, Building Administrati on, 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

Alpine Elementary School

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			Source Of Funding	Staff Responsibl e
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.	Other, Direct Instruction, Materials, Technology Professiona	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals

(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

Alpine Elementary School

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

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Alpine Elementary School

asses student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Technology Professiona I Learning, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General	Administrati on, Certified Staff, Paraprofes sionals
Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl

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	Tier 1	Implement	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
	Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen							
	t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt							

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

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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).	Professiona	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General	Administrati on, Certified Staff, Paraprofes sionals
Activity - Learning "Knight"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Alpine Elementary School

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, Professiona I Learning, Extra Curricular, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Funding	Staff Responsible

Alpine Elementary 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.). Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.	Process, Curriculum Developme	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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.	Program,	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsible

Alpine Elementary School

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 Developmen th, Parent Involvemen th, Supplemen that Materials, Materials, Community Engageme nt, Technology Professiona I Learning, Behavioral Support Program	and how they can abulary and g by all staff. on monitoring will To professiona I Learning, Behavioral Support Developme nt, Parent Involvemen t, Parent Involvemen tal Staff, Paraprofes sionals Administration, Certified Staff, Paraprofes sionals Administration, Certified Staff, Paraprofes sionals
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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		Staff Responsibl
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Alpine Elementary School

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.). 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.	Technology , Professiona I Learning, Behavioral Support Program, Policy and	Tier 2	Monitor	08/27/2019	06/05/2020	\$5	A, General Fund, Title I Part C, Title III, Section	Administrati on, Certified Staff, Paraprofes sionals
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl

Alpine Elementary School

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 Developme nt, Academic Support Program, Other, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Technology Professiona I Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

Alpine Elementary School

and Math. Instructional coaches will be providing modeling to staff, collaborating regularly and facilitating classroom learning labs.	Policy and Process, Curriculum Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaboration, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl

Alpine Elementary School

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.	Other.	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Phonics First Dictation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

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.	Process, Curriculum Developme	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	nt, Academic Support Program, Direct							
	Instruction, Supplemen tal Materials,							
	Materials, Teacher Collaborati on, Technology							
	Professiona I Learning							

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 Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Technology Professiona I Learning		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Curriculum Director, Building Administrati on, 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

Alpine Elementary School

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			Source Of Funding	Staff Responsibl e
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.	Other, Direct Instruction, Materials, Technology Professiona	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals

(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

Alpine Elementary School

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				Staff Responsibl e
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Alpine Elementary School

asses student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaboration, Technology, Professiona I Learning, Behavioral Support Program		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date		Resource Assigned	Source Of Funding	Staff Responsible

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	Tier 1	Implement	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
	Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen							
	t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt							

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

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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).	Professiona	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General	Administrati on, Certified Staff, Paraprofes sionals
Activity - Learning "Knight"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Alpine Elementary School

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, Professiona I Learning, Extra Curricular, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Funding	Staff Responsibl

Alpine Elementary School

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.). Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.	Process, Curriculum Developme	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

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.	Program,	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsible

Alpine Elementary School

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. Sup tal Mate Mate Con Eng nt, Tecl Sup tal Mate Sup Professional development and implementation monitoring will occur.	evelopme Parent volvemen upplemen aterials, aterials, ommunity ugageme	08/27/2019	06/05/2020	\$1	General Fund	Curriculum Director, Building Administrati on, Certified Staff, Paraprofes sionals
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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		Staff Responsibl
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Alpine Elementary School

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.). 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.	Technology, Professiona I Learning, Behavioral Support Program, Policy and	Tier 2	Monitor	08/27/2019	06/05/2020	Part C, Section	Administrati on, Certified Staff, Paraprofes sionals
	Activity Type	Tier	Phase	Begin Date	End Date		Staff Responsibl e

Alpine Elementary School

schedules that allow for large blocks of ELA instruction to occur.	Policy and Process, Curriculum Developme nt, Academic Support Program, Other, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Technology Professiona I Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Alpine Elementary School

and Math. Instructional coaches will be providing modeling to staff, collaborating regularly and facilitating classroom learning labs.	Policy and Process, Curriculum Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaboration, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl

Alpine Elementary School

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.	Other,	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

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.	Process, Curriculum Developme	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	nt, Academic Support Program, Direct							
	Instruction, Supplemen tal Materials,							
	Materials, Teacher Collaborati on, Technology							
	Professiona I Learning							

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 Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Technology Professiona I Learning		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Curriculum Director, Building Administrati on, 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

Alpine Elementary School

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			Source Of Funding	Staff Responsibl e
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.	Other, Direct Instruction, Materials, Technology Professiona	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals

(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

Alpine Elementary School

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

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Alpine Elementary School

Instructional staff will utilize proficiency scales and rubrics to asses student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Materials, Teacher Collaboration, Technology, Professiona I Learning, Behavioral Support Program		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date		Resource Assigned	Source Of Funding	Staff Responsibl

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	Tier 1	Implement	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
	Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen							
	t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt							

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

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

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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).	Professiona	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General	Administrati on, Certified Staff, Paraprofes sionals
Activity - Learning "Knight"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Alpine Elementary School

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, Professiona I Learning, Extra Curricular, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Funding	Staff Responsible

Alpine Elementary School

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.). Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.	Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt	Tier 1		08/27/2019			General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

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.	Program,	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsible

Alpine Elementary School

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. Sup tal Mate Mate Con Eng nt, Tecl Sup tal Mate Sup Professional development and implementation monitoring will occur.	evelopme Parent volvemen upplemen aterials, aterials, ommunity ugageme	08/27/2019	06/05/2020	\$1	General Fund	Curriculum Director, Building Administrati on, Certified Staff, Paraprofes sionals
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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		Staff Responsibl
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Alpine Elementary School

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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.). 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.	Technology, Professiona I Learning, Behavioral Support Program, Policy and	Tier 2	Monitor	08/27/2019	06/05/2020	C, General Fund, Title III, Title I	Administrati on, Certified Staff, Paraprofes sionals
	Activity Type	Tier	Phase	Begin Date	End Date	Funding	Staff Responsible

Alpine Elementary School

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 Developme nt, Academic Support Program, Other, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Technology Professiona I Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

Alpine Elementary School

and Math. Instructional coaches will be providing modeling to staff, collaborating regularly and facilitating classroom learning labs.	Policy and Process, Curriculum Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaboration, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl

Alpine Elementary School

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.	Other,	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

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.	Process, Curriculum Developme	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	nt, Academic Support Program, Direct							
	Instruction, Supplemen tal Materials,							
	Materials, Teacher Collaborati on, Technology							
	Professiona I Learning							

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 Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Technology Professiona I Learning		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Curriculum Director, Building Administrati on, 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

Alpine Elementary School

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			Source Of Funding	Staff Responsibl e
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.	Other, Direct Instruction, Materials, Technology Professiona	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals

(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

Alpine Elementary School

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				Staff Responsibl e
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Alpine Elementary School

asses student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Technology Professiona I Learning, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General	Administrati on, Certified Staff, Paraprofes sionals
Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl

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	Tier 1	Implement	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
	Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen							
	t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt							

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

Alpine Elementary School

	Activity Type	Tier	Phase	Begin Date		Resource Assigned	Source Of Funding	Staff Responsibl e
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).	Professiona	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General	Administrati on, Certified Staff, Paraprofes sionals
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Alpine Elementary School

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, Professiona I Learning, Extra Curricular, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor		06/05/2020		General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Funding	Staff Responsible

Alpine Elementary School

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.). Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.	Process, Curriculum Developme	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General	Administrati on, Certified Staff, Paraprofes sionals
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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.	Program,	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsible

Alpine Elementary School

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. Sup tal Mate Mate Con Eng nt, Tecl Sup tal Mate Sup Professional development and implementation monitoring will occur.	evelopme Parent volvemen upplemen aterials, aterials, ommunity ugageme	08/27/2019	06/05/2020	\$1	General Fund	Curriculum Director, Building Administrati on, Certified Staff, Paraprofes sionals
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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		Staff Responsibl
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Alpine Elementary School

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.). 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.	Technology, Professiona I Learning, Behavioral Support Program, Policy and	Tier 2		08/27/2019	06/05/2020	\$5	A, Title I Part C, Title III, General	Staff, Paraprofes
	Activity Type	Tier	Phase	Begin Date	End Date			Staff Responsibl

Alpine Elementary School

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 Developme nt, Academic Support Program, Other, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Technology Professiona I Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

Alpine Elementary School

and Math. Instructional coaches will be providing modeling to staff, collaborating regularly and facilitating classroom learning labs.	Policy and Process, Curriculum Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
	Activity Type	Tier	Phase	Begin Date		Resource Assigned		Staff Responsibl

Alpine Elementary School

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, Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsible

Alpine Elementary School

Policy and Process, Curriculum Developme	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
nt, Academic Support Program,							
Direct Instruction, Supplemen tal Materials,							
Materials, Teacher Collaborati							
on, Technology , Professiona I Learning							

Activity - MAISA Writing Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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 Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Technology , Professiona I Learning		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Curriculum Director, Building Administrati on, 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

Alpine Elementary School

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		Resource Assigned		Staff Responsibl e
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.	Other, Direct Instruction, Materials, Technology Professiona	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals

(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

Alpine Elementary School

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

and the second s	Activity Type	Tier	Phase	Begin Date				Staff Responsibl e
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Alpine Elementary School

Instructional staff will utilize proficiency scales and rubrics to asses student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaboration, Technology, Professiona I Learning, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsible

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	Tier 1	Implement	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
	Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen							
	t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt							

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

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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).	Professiona	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General	Administrati on, Certified Staff, Paraprofes sionals
Activity - Learning "Knight"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Alpine Elementary School

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, Professiona I Learning, Extra Curricular, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor		06/05/2020		General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Funding	Staff Responsible

Alpine Elementary School

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.). Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.	Process, Curriculum Developme	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

Alpine Elementary School

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.	Program,	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
	Activity Type	Tier	Phase	Begin Date	End Date		Source Of Funding	Staff Responsibl e

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 Developme nt, Parent Involvemen t, Supplemen tal Materials, Materials, Community Engageme nt, Technology Professional Learning, Behavioral Support Program			08/27/2019	06/05/2020	\$1	General Fund	Curriculum Director, Building Administrati on, Certified Staff, Paraprofes sionals
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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		Staff Responsibl
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Alpine Elementary School

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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	Technology, Professiona I Learning, Behavioral Support Program, Policy and	Tier 2	Monitor	08/27/2019	06/05/2020	Fund, Title I Part A, Title III, Title I	Certified Staff, Paraprofes
Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding	Staff Responsible

Alpine Elementary School

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 Developme nt, Academic Support Program, Other, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Technology Professiona I Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

Alpine Elementary School

and Math. Instructional coaches will be providing modeling to staff, collaborating regularly and facilitating classroom learning labs.	Policy and Process, Curriculum Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Funding	Staff Responsible

Alpine Elementary School

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.	Other,	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

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.	Process, Curriculum Developme	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	nt, Academic Support Program, Direct							
	Instruction, Supplemen tal Materials,							
	Materials, Teacher Collaborati on, Technology							
	Professiona I Learning							

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 Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Technology Professiona I Learning		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Curriculum Director, Building Administrati on, 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

Alpine Elementary School

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			Source Of Funding	Staff Responsibl e
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.	Other, Direct Instruction, Materials, Technology Professiona	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals

(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

Alpine Elementary School

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

and the second s	Activity Type	Tier	Phase	Begin Date				Staff Responsibl e
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Alpine Elementary School

Instructional staff will utilize proficiency scales and rubrics to asses student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaboration, Technology, Professiona I Learning, Behavioral Support		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl

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	Tier 1	Implement	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
	Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen							
	t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt							

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

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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).	Professiona	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General	Administrati on, Certified Staff, Paraprofes sionals
Activity - Learning "Knight"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

Alpine Elementary School

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, Professiona I Learning, Extra Curricular, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor		06/05/2020		General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Funding	Staff Responsible

Alpine Elementary School

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.). Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.	Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt	Tier 1		08/27/2019			General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsible

Alpine Elementary School

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, Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
	Activity Type	Tier	Phase	Begin Date		Resource Assigned		Staff Responsibl e

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 Developme nt, Parent Involvemen t, Supplemen tal Materials, Materials, Community Engageme nt, Technology Professional Learning, Behavioral Support Program			08/27/2019	06/05/2020	\$1	General Fund	Curriculum Director, Building Administrati on, Certified Staff, Paraprofes sionals
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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		Staff Responsibl
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Alpine Elementary School

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.).	Technology Professiona	Tier 2	Monitor	08/27/2019	06/05/2020	Section 31a, Title I Part A, General	Administrati on, Certified Staff, Paraprofes sionals
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.	Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt						
	Activity Type	Tier	Phase	Begin Date		Funding	Staff Responsible

Alpine Elementary School

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 Developme nt, Academic Support Program, Other, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Technology Professiona I Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsible

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 Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Funding	Staff Responsibl

Alpine Elementary School

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.	Other,	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	Activity Type	Tier	Phase	Begin Date		Resource Assigned		Staff Responsible

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.	Process, Curriculum Developme	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	nt, Academic Support Program, Direct							
	Instruction, Supplemen tal Materials,							
	Materials, Teacher Collaborati on, Technology							
	Professiona I Learning							

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 Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Technology Professiona I Learning		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Curriculum Director, Building Administrati on, 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

Alpine Elementary School

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			Source Of Funding	Staff Responsibl e
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.	Other, Direct Instruction, Materials, Technology Professiona	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals

(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

Alpine Elementary School

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				Staff Responsibl e
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Alpine Elementary School

Instructional staff will utilize proficiency scales and rubrics to asses student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaboration, Technology, Professiona I Learning, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsible

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	Tier 1	Implement	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
	Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen							
	t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt							

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

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

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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).	Professiona	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General	Administrati on, Certified Staff, Paraprofes sionals
Activity - Learning "Knight"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Alpine Elementary School

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, Professiona I Learning, Extra Curricular, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement	Tier 1	Monitor		06/05/2020		General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Funding	Staff Responsible

Alpine Elementary School

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.). Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.	Process, Curriculum Developme	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

Alpine Elementary School

Excellence, be Safe and be Trustworthy) You", and apply them	Program,	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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.	Developme nt, Parent Involvemen t, Supplemen tal Materials, Materials, Community Engageme nt, Technology , Professiona I Learning,		08/27/2019	06/05/2020	General Fund	Curriculum Director, Building Administrati on, Certified Staff, Paraprofes sionals
	I Learning, Behavioral Support Program					

(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		Staff Responsibl
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Alpine Elementary School

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.). 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	Technology, Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal	Tier 2	Monitor	08/27/2019	06/05/2020	General Fund, Section	Administrati on, Certified Staff, Paraprofes sionals
Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding	Staff Responsible

Alpine Elementary School

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 Developme nt, Academic Support Program, Other, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Technology Professiona I Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

Alpine Elementary School

and Math. Instructional coaches will be providing modeling to staff, collaborating regularly and facilitating classroom learning labs.	Policy and Process, Curriculum Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl

Alpine Elementary School

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.	Other,	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

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 Developme	Tier 1	Monitor	08/27/2019	06/05/2020	General Fund	Administrati on, Certified Staff
	nt, Academic Support Program,						
	Direct Instruction, Supplemen tal Materials,						
	Materials, Teacher Collaborati on,						
	Technology Professiona						

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 Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Technology Professiona I Learning		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Curriculum Director, Building Administrati on, 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

Alpine Elementary School

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		Resource Assigned		Staff Responsibl e
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.	Other, Direct Instruction, Materials, Technology Professiona	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals

(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

Alpine Elementary School

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				Staff Responsibl e
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Alpine Elementary School

Instructional staff will utilize proficiency scales and rubrics to asses student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaboration, Technology, Professiona I Learning, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsible

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	Tier 1	Implement	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
	Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen							
	t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt							

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

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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).	Professiona	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General	Administrati on, Certified Staff, Paraprofes sionals
Activity - Learning "Knight"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl

Alpine Elementary School

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, Professiona I Learning, Extra Curricular, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Funding	Staff Responsibl

Alpine Elementary School

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.). Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.	Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt	Tier 1		08/27/2019			General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsible

Alpine Elementary School

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.	Program,	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
	Activity Type	Tier	Phase	Begin Date	End Date		Source Of Funding	Staff Responsibl e

Alpine Elementary School

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. Sup tal Mate Mate Con Eng nt, Tecl Sup tal Mate Sup Professional development and implementation monitoring will occur.	evelopme Parent volvemen upplemen aterials, aterials, ommunity ugageme	08/27/2019	06/05/2020	\$1	General Fund	Curriculum Director, Building Administrati on, Certified Staff, Paraprofes sionals
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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		Staff Responsibl
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Alpine Elementary School

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.). 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.	Technology, Professiona I Learning, Behavioral Support Program, Policy and	Tier 2				Title III	Paraprofes sionals
	Activity Type	Tier	Phase	Begin Date	End Date		Staff Responsibl

Alpine Elementary School

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 Developme nt, Academic Support Program, Other, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Technology Professiona I Learning		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

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 Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Funding	Staff Responsible

Alpine Elementary School

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.	Other.	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Phonics First Dictation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

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.	Process, Curriculum Developme	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	nt, Academic Support Program, Direct							
	Instruction, Supplemen tal Materials,							
	Materials, Teacher Collaborati on, Technology							
	Professiona I Learning							

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 Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Technology Professiona I Learning		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Curriculum Director, Building Administrati on, 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

Alpine Elementary School

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			Source Of Funding	Staff Responsibl e
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.	Other, Direct Instruction, Materials, Technology Professiona	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals

(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

Alpine Elementary School

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				Staff Responsibl e
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Alpine Elementary School

Instructional staff will utilize proficiency scales and rubrics to asses student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaboration, Technology, Professiona I Learning, Behavioral Support Program		Monitor		06/05/2020		General	Administrati on, Certified Staff, Paraprofes sionals
Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsible

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	Tier 1	Implement	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
	Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen							
	t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt							

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

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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).	Professiona	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General	Administrati on, Certified Staff, Paraprofes sionals
Activity - Learning "Knight"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Alpine Elementary School

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, Professiona I Learning, Extra Curricular, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date		Resource Assigned	Funding	Staff Responsible

Alpine Elementary School

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.). Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.	Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt	Tier 1		08/27/2019			General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsible

Alpine Elementary School

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.	Program,	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
	Activity Type	Tier	Phase	Begin Date	End Date		Source Of Funding	Staff Responsibl e

Alpine Elementary School

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. Sup tal Mate Mate Con Eng nt, Tecl Sup tal Mate Sup Professional development and implementation monitoring will occur.	evelopme Parent volvemen upplemen aterials, aterials, ommunity ugageme	08/27/2019	06/05/2020	\$1	General Fund	Curriculum Director, Building Administrati on, Certified Staff, Paraprofes sionals
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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		Staff Responsibl
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Alpine Elementary School

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.). 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.	Technology , Professiona I Learning, Behavioral Support Program,	Tier 2	Monitor	08/27/2019	06/05/2020	Title I Part C, General Fund, Section	Administrati on, Certified Staff, Paraprofes sionals
	Activity Type	Tier	Phase	Begin Date	End Date	Funding	Staff Responsibl

Alpine Elementary School

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 Developme nt, Academic Support Program, Other, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Technology Professiona I Learning		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

Alpine Elementary School

and Math. Instructional coaches will be providing modeling to staff, collaborating regularly and facilitating classroom learning labs.	Policy and Process, Curriculum Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaboration, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl

Alpine Elementary School

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, Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	Activity Type	Tier	Phase	Begin Date		Resource Assigned	Source Of Funding	Staff Responsible

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.	Process, Curriculum Developme	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	nt, Academic Support Program, Direct							
	Instruction, Supplemen tal Materials,							
	Materials, Teacher Collaborati on, Technology							
	Professiona I Learning							

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 Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Technology Professiona I Learning		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Curriculum Director, Building Administrati on, 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

Alpine Elementary School

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			Source Of Funding	Staff Responsibl e
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.	Other, Direct Instruction, Materials, Technology Professiona	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals

(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

Alpine Elementary School

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

and the second s	Activity Type	Tier	Phase	Begin Date				Staff Responsibl e
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Alpine Elementary School

asses student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaboration, Technology, Professiona I Learning, Behavioral Support Program		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Learning Management System		Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl

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	Tier 1	Implement	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
	Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen							
	t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt							

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.

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

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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).	Professiona	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General	Administrati on, Certified Staff, Paraprofes sionals
Activity - Learning "Knight"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Alpine Elementary School

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, Professiona I Learning, Extra Curricular, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Funding	Staff Responsible

Alpine Elementary School

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.). Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.	Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt	Tier 1		08/27/2019			General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsible

Alpine Elementary School

Excellence, be Safe and be Trustworthy) You", and apply them	Program,	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Alpine Elementary School

an instructional resource (True Success) to have conversations with students about behavioral expectations and how they can	Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Materials, Community Engageme nt, Technology , Professiona I Learning, Behavioral Support Program			08/27/2019	06/05/2020	\$1	General Fund	Curriculum Director, Building Administrati on, Certified Staff, Paraprofes sionals
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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		Staff Responsibl
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Alpine Elementary School

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.). 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.	Technology, Professiona I Learning, Behavioral Support Program, Policy and	Tier 2	Monitor	08/27/2019	06/05/2020		Section 31a, Title I Part A, General Fund, Title III, Title I Part C	Administrati on, Certified Staff, Paraprofes sionals
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Alpine Elementary School

schedules that allow for large blocks of ELA instruction to occur.	Policy and Process, Curriculum Developme nt, Academic Support Program, Other, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Technology Professiona I Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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 Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Funding	Staff Responsible

Alpine Elementary School

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.	Other,	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

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.	Process, Curriculum Developme	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	nt, Academic Support Program, Direct							
	Instruction, Supplemen tal Materials,							
	Materials, Teacher Collaborati on, Technology							
	Professiona I Learning							

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 Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Technology Professiona I Learning		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Curriculum Director, Building Administrati on, 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

Alpine Elementary School

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			Source Of Funding	Staff Responsibl e
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.	Other, Direct Instruction, Materials, Technology Professiona	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals

(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

Alpine Elementary School

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				Staff Responsibl e
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Alpine Elementary School

Instructional staff will utilize proficiency scales and rubrics to asses student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaboration, Technology, Professiona I Learning, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsible

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	Tier 1	Implement	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
	Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen							
	t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt							

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

Alpine Elementary School

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 Responsibl e
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).	Professiona	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General	Administrati on, Certified Staff, Paraprofes sionals
Activity - Learning "Knight"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Alpine Elementary School

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 Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaboration, Community Engageme nt, Technology , Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$2	Title I Part A, General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl

Alpine Elementary School

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.). Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.	Process, Curriculum Developme	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Alpine Elementary School

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, Professiona I 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	Administrati on, Certified Staff, Paraprofes sionals
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

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 Developme nt, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program			08/27/2019	06/05/2020	\$1	General Fund	Curriculum Director, Building Administrati on, Certified Staff, Paraprofes sionals
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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		Staff Responsibl
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Alpine Elementary School

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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 Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Other, Walkthroug h, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Funding	Staff Responsible

Alpine Elementary School

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 Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Funding	Staff Responsibl

Alpine Elementary School

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 Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date		Resource Assigned		Staff Responsibl

Alpine Elementary School

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, Professiona I 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	Administrati on, Certified Staff
Activity - Summer Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

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	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	on, Certified
	Developme nt, Academic Support Program, Other, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaboration, Technology, Behavioral Support Program							Staff
Activity - Kent School Service Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

Alpine Elementary School

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 Involvemen t, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology, Professiona I Learning, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

Alpine Elementary School

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 Developme nt, Academic Support Program, Other, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Technology , Behavioral Support Program		Monitor	08/27/2019	06/05/2020	\$1		Administrati on, Certified Staff
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Funding	Staff Responsibl e

Alpine Elementary School

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 Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Funding	Staff Responsible

Alpine Elementary School

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 Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Professiona I Learning		Monitor	08/27/2019	06/05/2020	General Fund	Administrati on, Certified Staff
	Activity Type	Tier	Phase	Begin Date	End Date		Staff Responsibl e

Alpine Elementary School

Grade level teachers will provide students with opportunities to apply their knowledge to the real world problems.	Policy and Process, Curriculum Developme nt, Academic Support Program, Supplemen	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology						
	Professiona I Learning, Behavioral Support Program						

(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		Staff Responsibl
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Alpine Elementary School

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.	Support Program, Other, Direct Instruction, Materials, Technology, Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on,	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	on, Community Engageme nt						

(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

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

asses student learning and to adjust instruction as needed to better meet student needs. Process, Curriculum Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology, Behavioral Support Program, Professiona	Activity - Proficiency Scales and Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
i Leanning	asses student learning and to adjust instruction as needed to	Process, Curriculum Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program,		Implement	08/27/2019	06/05/2020	\$1		Administrati on, Certified Staff
	Activity - Learning Management System		Tier	Phase	Begin Date	End Date			Staff Responsibl

Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date				Staff Responsibl e
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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, Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	Supplemen tal Materials, Teacher Collaborati						
	on, Community Engageme nt						

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

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date		Resource Assigned	Source Of Funding	Staff Responsibl e
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).	Professiona	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General	Administrati on, Certified Staff, Paraprofes sionals
Activity - Learning "Knight"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Alpine Elementary School

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 Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$2	Part Á	Administrati on, Certified Staff, Paraprofes sionals
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl

Alpine Elementary School

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.). Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.	Process, Curriculum Developme	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Alpine Elementary School

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, Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

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 Developme nt, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaboration, Community Engageme nt, Technology, Professiona I Learning, Behavioral Support Program			08/27/2019	06/05/2020	\$1	General Fund	Curriculum Director, Building Administrati on, Certified Staff, Paraprofes sionals
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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		Staff Responsibl
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Alpine Elementary School

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 Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Other, Walkthroug h, Teacher Collaboration, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	General	Administrati on, Certified Staff, Paraprofes sionals
Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl

Alpine Elementary School

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 Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Funding	Staff Responsibl

Alpine Elementary School

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 Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date		Resource Assigned		Staff Responsibl

Alpine Elementary School

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, Professiona I 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	Administrati on, Certified Staff
Activity - Summer Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Alpine Elementary School

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

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 Involvemen t, Supplemen tal Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professiona I Learning, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

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.	Policy and Process, Curriculum Developme nt, Academic Support Program, Other, Parent	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff
Instruction will include focus lessons, guided instruction,	Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Technology , Behavioral Support Program						
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date		Resource Assigned	 Staff Responsible

Alpine Elementary School

curriculum, discuss best practice and meet students needs.	nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Math Fluency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Funding	Staff Responsible

Alpine Elementary School

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 Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaboration, Community Engageme nt, Technology, Professiona I Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Real World Applications	Activity Type	Tier	Phase	Begin Date	End Date			Staff Responsibl e

Alpine Elementary School

Policy and Process, Curriculum Developme nt, Academic Support Program, Supplemen tal Materials, Materials, Teacher Collaborati on, Community	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
on, Community Engageme nt, Technology , Professiona I Learning, Behavioral Support						

(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		Staff Responsibl
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Alpine Elementary School

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.	Other, Direct Instruction, Materials, Technology, Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on, Community	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	Engageme nt						

(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

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

asses student learning and to adjust instruction as needed to better meet student needs. Process, Curriculum Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology, Behavioral Support Program, Professiona	Activity - Proficiency Scales and Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
i Leanning	asses student learning and to adjust instruction as needed to	Process, Curriculum Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program,		Implement	08/27/2019	06/05/2020	\$1		Administrati on, Certified Staff
	Activity - Learning Management System		Tier	Phase	Begin Date	End Date			Staff Responsibl

Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date				Staff Responsibl e
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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	Tier 1	Monitor	08/27/2019	06/05/2020	General Fund	Administrati on, Certified Staff
	Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen						
	t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt						

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

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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).	Professiona	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General	Administrati on, Certified Staff, Paraprofes sionals
Activity - Learning "Knight"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Alpine Elementary School

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 Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaboration, Community Engageme nt, Technology , Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$2	Title I Part A, General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl

Alpine Elementary School

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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.). Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.	Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt			08/27/2019				Administrati on, Certified Staff
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

Alpine Elementary School

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, Professiona I 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	Administrati on, Certified Staff, Paraprofes sionals
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date			Staff Responsibl e

Alpine Elementary School

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 Developme nt, 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 Administrati on, Certified Staff, Paraprofes sionals
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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		Staff Responsibl
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Alpine Elementary School

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 Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Other, Walkthroug h, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Alpine Elementary School

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 Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaboration, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Funding	Staff Responsibl

Alpine Elementary School

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 Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaboration, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date		Resource Assigned		Staff Responsibl

Alpine Elementary School

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, Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engagement		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Summer Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsible

Alpine Elementary School

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

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 Involvemen t, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology, Professiona I Learning, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

Alpine Elementary School

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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 Developme nt, Academic Support Program, Other, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaboration, Technology , Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	Administrati on, Certified Staff
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsible

Alpine Elementary School

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 Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Funding	Staff Responsible

Alpine Elementary School

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 Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Professiona I Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	Activity Type	Tier	Phase	Begin Date		Resource Assigned		Staff Responsibl e

Alpine Elementary School

Grade level teachers will provide students with opportunities to apply their knowledge to the real world problems.	Policy and Process, Curriculum Developme nt, Academic Support Program, Supplemen	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology						
	Professiona I Learning, Behavioral Support Program						

(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		Staff Responsibl
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Alpine Elementary School

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.	Other, Direct Instruction, Materials, Technology, Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on, Community	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	Engageme nt						

(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

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

asses student learning and to adjust instruction as needed to better meet student needs. Process, Curriculum Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology, Behavioral Support Program, Professiona	Activity - Proficiency Scales and Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
i Leanning	asses student learning and to adjust instruction as needed to	Process, Curriculum Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program,		Implement	08/27/2019	06/05/2020	\$1		Administrati on, Certified Staff
	Activity - Learning Management System		Tier	Phase	Begin Date	End Date			Staff Responsibl

Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date				Staff Responsibl e
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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, Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	Supplemen tal Materials, Teacher Collaborati						
	on, Community Engageme nt						

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

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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).	Professiona	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General	Administrati on, Certified Staff, Paraprofes sionals
Activity - Learning "Knight"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Alpine Elementary School

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 Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaboration, Community Engageme nt, Technology , Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$2	Title I Part A, General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl

Alpine Elementary School

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.). Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.	Process, Curriculum Developme	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt							
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsible

Alpine Elementary School

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, Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsible

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 Developme nt, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaboration, Community Engageme nt, Technology, Professiona I Learning, Behavioral Support Program			08/27/2019	06/05/2020	\$1	General Fund	Curriculum Director, Building Administrati on, Certified Staff, Paraprofes sionals
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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		Staff Responsibl
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Alpine Elementary School

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 Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Other, Walkthroug h, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Alpine Elementary School

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 Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl

Alpine Elementary School

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 Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date		Resource Assigned		Staff Responsibl

Alpine Elementary School

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, Professiona I 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	Administrati on, Certified Staff
Activity - Summer Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Alpine Elementary School

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

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 Involvemen t, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology Professiona I Learning, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

Alpine Elementary School

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 Developme nt, Academic Support Program, Other, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Technology , Behavioral Support Program		Monitor	08/27/2019	06/05/2020	\$1	Section 31a	Administrati on, Certified Staff
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

Alpine Elementary School

curriculum, discuss best practice and meet students needs.	nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Math Fluency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Funding	Staff Responsible

Alpine Elementary School

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 Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Professiona I Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Real World Applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

Alpine Elementary School

Grade level teachers will provide students with opportunities to apply their knowledge to the real world problems.	Policy and Process, Curriculum Developme nt, Academic Support Program, Supplemen	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology						
	Professiona I Learning, Behavioral Support Program						

(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		Staff Responsibl
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Alpine Elementary School

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.	Support Program, Other, Direct Instruction, Materials, Technology, Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on,	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	on, Community Engageme nt						

(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

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 Responsibl e
Instructional staff will utilize proficiency scales and rubrics to asses 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, Professiona I Learning	Tier 1	Implement	08/27/2019	06/05/2020	\$1	General	Administrati on, Certified Staff
Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl

Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date				Staff Responsibl e
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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	Tier 1	Monitor	08/27/2019	06/05/2020	General Fund	Administrati on, Certified Staff
	Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen						
	t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt						

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.

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

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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).	Professiona	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General	Administrati on, Certified Staff, Paraprofes sionals
Activity - Learning "Knight"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Alpine Elementary School

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 Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaboration, Community Engageme nt, Technology , Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$2	Title I Part A, General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl

Alpine Elementary School

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.). Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.	Process, Curriculum Developme	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt							
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsible

Alpine Elementary School

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, Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsible

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 Developme nt, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program			08/27/2019	06/05/2020	\$1	General Fund	Curriculum Director, Building Administrati on, Certified Staff, Paraprofes sionals
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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		Staff Responsibl
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Alpine Elementary School

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 Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Other, Walkthroug h, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Alpine Elementary School

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 Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Funding	Staff Responsible

Alpine Elementary School

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 Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date		Resource Assigned	Source Of Funding	Staff Responsible

Alpine Elementary School

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, Professiona I 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	Administrati on, Certified Staff
Activity - Summer Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	on, Certified
	Developme nt, Academic Support Program, Other, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaboration, Technology, Behavioral Support Program							Staff
Activity - Kent School Service Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

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 Involvemen t, Supplemen tal Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professiona I Learning, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

Alpine Elementary School

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 Developme nt, Academic Support Program, Other, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Technology , Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	Administrati on, Certified Staff
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

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.	nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program,	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Math Fluency	Professiona I Learning Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsible

Alpine Elementary School

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 Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Professiona I Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Real World Applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

Alpine Elementary School

Policy and Process, Curriculum Developme nt, Academic Support Program, Supplemen tal Materials, Materials, Teacher Collaborati on, Community	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
on, Community Engageme nt, Technology , Professiona I Learning, Behavioral Support						

(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		Staff Responsibl
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Alpine Elementary School

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.	Support Program, Other, Direct Instruction, Materials, Technology, Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on,	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	on, Community Engageme nt						

(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

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

asses student learning and to adjust instruction as needed to better meet student needs. Process, Curriculum Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology, Behavioral Support Program, Professiona	Activity - Proficiency Scales and Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
i Leanning	asses student learning and to adjust instruction as needed to	Process, Curriculum Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program,		Implement	08/27/2019	06/05/2020	\$1		Administrati on, Certified Staff
	Activity - Learning Management System		Tier	Phase	Begin Date	End Date			Staff Responsibl

Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date				Staff Responsibl e
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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, Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	Supplemen tal Materials, Teacher Collaborati						
	on, Community Engageme nt						

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

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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).	Professiona	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General	Administrati on, Certified Staff, Paraprofes sionals
Activity - Learning "Knight"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Alpine Elementary School

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 Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaboration, Community Engageme nt, Technology , Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$2	Title I Part A, General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl

Alpine Elementary School

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.). Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.	Process, Curriculum Developme	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt							
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsible

Alpine Elementary School

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, Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsible

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 Developme nt, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaboration, Community Engageme nt, Technology, Professiona I Learning, Behavioral Support Program			08/27/2019	06/05/2020	\$1	General Fund	Curriculum Director, Building Administrati on, Certified Staff, Paraprofes sionals
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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		Staff Responsibl
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Alpine Elementary School

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 Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Other, Walkthroug h, Teacher Collaboration, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	General	Administrati on, Certified Staff, Paraprofes sionals
Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl

Alpine Elementary School

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 Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaboration, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Vocabulary Instruction		Tier	Phase	Begin Date		Resource Assigned		Staff Responsibl

Alpine Elementary School

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 Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date		Resource Assigned		Staff Responsibl

Alpine Elementary School

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, Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsible

Alpine Elementary School

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

Alpine Elementary School

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 Involvemen t, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology, Professiona I Learning, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

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 Developme nt, Academic Support Program, Other, Parent Involvemen t, Direct Instruction, Supplemen	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff
	tal Materials, Materials, Teacher Collaborati on, Technology , Behavioral Support Program						
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date		Resource Assigned	Staff Responsible

Alpine Elementary School

curriculum, discuss best practice and meet students needs.	nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Math Fluency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Funding	Staff Responsible

Alpine Elementary School

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 Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Professiona I Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	Activity Type	Tier	Phase	Begin Date		Resource Assigned		Staff Responsibl e

Alpine Elementary School

Grade level teachers will provide students with opportunities to apply their knowledge to the real world problems.	Policy and Process, Curriculum Developme nt, Academic Support Program, Supplemen	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology						
	Professiona I Learning, Behavioral Support Program						

(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		Staff Responsibl
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Alpine Elementary School

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.	Other, Direct Instruction, Materials, Technology, Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on, Community	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	Engageme nt						

(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

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

Instructional staff will utilize proficiency scales and rubrics to asses student learning and to adjust instruction as needed to better meet student needs. Policy an Process, Curriculu Development, Academic Support Program, Direct Instruction Other, Supplemental Materials Materials Materials Teacher Collabora on, Communication, Communication of the control of the	n e	Implement	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
nt, Technolo , Behavio Support Program, Professio	y e gy al						
Activity - Learning Management System Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl

Activity Type	Tier	Phase	Begin Date		Staff Responsibl
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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, Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	Supplemen tal Materials, Teacher Collaborati						
	on, Community Engageme nt						

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

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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).	Professiona	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General	Administrati on, Certified Staff, Paraprofes sionals
Activity - Learning "Knight"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Alpine Elementary School

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 Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$2	General Fund, Title I Part A	Administrati on, Certified Staff, Paraprofes sionals
Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Funding	Staff Responsible

Alpine Elementary School

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.). Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.	Process, Curriculum Developme	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt							
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsible

Alpine Elementary School

	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professiona I 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	Administrati on, Certified Staff, Paraprofes sionals
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsible

Alpine Elementary School

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.	nt, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Professiona I Learning,		08/27/2019	06/05/2020	\$1	General Fund	Curriculum Director, Building Administrati on, Certified Staff, Paraprofes sionals
	Behavioral Support Program						

(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		Staff Responsibl
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Alpine Elementary School

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 Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Other, Walkthroug h, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Alpine Elementary School

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 Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
		Tier	Phase	Begin Date				Staff Responsibl

Alpine Elementary School

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 Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaboration, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date		Resource Assigned		Staff Responsibl

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, Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community Engageme	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Summer Intervention		Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	on, Certified
	Developme nt, Academic Support Program, Other, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaboration, Technology, Behavioral Support Program							Staff
Activity - Kent School Service Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

Alpine Elementary School

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 Involvemen t, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology, Professiona I Learning, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

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 Developme nt, Academic Support Program, Other, Parent Involvemen t, Direct Instruction, Supplemen	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff
	tal Materials, Materials, Teacher Collaborati on, Technology , Behavioral Support Program						
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date		Resource Assigned	Staff Responsible

Alpine Elementary School

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 Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl

Alpine Elementary School

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 Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaboration, Community Engageme nt, Technology, Professiona I Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Real World Applications	Activity Type	Tier	Phase	Begin Date	End Date			Staff Responsibl e

Alpine Elementary School

Grade level teachers will provide students with opportunities to apply their knowledge to the real world problems.	Policy and Process, Curriculum Developme nt, Academic Support Program, Supplemen	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology						
	Professiona I Learning, Behavioral Support Program						

(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		Staff Responsibl
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Alpine Elementary School

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.	Support Program, Other, Direct Instruction, Materials, Technology, Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on,	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	on, Community Engageme nt						

(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

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

Instructional staff will utilize proficiency scales and rubrics to asses student learning and to adjust instruction as needed to better meet student needs. Policy an Process, Curriculu Development, Academic Support Program, Direct Instruction Other, Supplemental Materials Materials Materials Teacher Collabora on, Communication, Communication of the control of the	n e	Implement	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
nt, Technolo , Behavio Support Program, Professio	y e gy al						
Activity - Learning Management System Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl

Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date		Resource Assigned		Staff Responsibl e
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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, Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	Supplemen tal Materials, Teacher Collaborati						
	on, Community Engageme nt						

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.

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

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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).	Professiona	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General	Administrati on, Certified Staff, Paraprofes sionals
Activity - Learning "Knight"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl

Alpine Elementary School

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 Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program		Monitor	08/27/2019	06/05/2020	\$2		Administrati on, Certified Staff, Paraprofes sionals
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Funding	Staff Responsibl

Alpine Elementary School

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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.). Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.	Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt			08/27/2019				Administrati on, Certified Staff
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

Alpine Elementary School

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, Professiona I 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	Administrati on, Certified Staff, Paraprofes sionals
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date			Staff Responsibl e

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 Developme nt, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaboration, Community Engageme nt, Technology, Professiona I Learning, Behavioral Support Program			08/27/2019	06/05/2020	\$1	General Fund	Curriculum Director, Building Administrati on, Certified Staff, Paraprofes sionals
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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		Staff Responsibl
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Alpine Elementary School

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 Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Other, Walkthroug h, Teacher Collaboration, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	General	Administrati on, Certified Staff, Paraprofes sionals
Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl

Alpine Elementary School

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 Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaboration, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning		Monitor	08/27/2019	06/05/2020	\$1	General	Administrati on, Certified Staff
Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl

Alpine Elementary School

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 Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date		Resource Assigned		Staff Responsibl

Alpine Elementary School

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, Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Summer Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Alpine Elementary School

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

Alpine Elementary School

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 Involvemen t, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology, Professiona I Learning, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

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 Developme nt, Academic Support Program, Other, Parent Involvemen t, Direct Instruction, Supplemen	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff
	tal Materials, Materials, Teacher Collaborati on, Technology , Behavioral Support Program						
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date		Resource Assigned	Staff Responsible

Alpine Elementary School

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 Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Funding	Staff Responsible

Alpine Elementary School

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 Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Professiona I Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Real World Applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

Alpine Elementary School

Policy and Process, Curriculum Developme nt, Academic Support Program, Supplemen tal Materials, Materials, Teacher Collaborati on, Community	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
on, Community Engageme nt, Technology , Professiona I Learning, Behavioral Support						

(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		Staff Responsibl
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Alpine Elementary School

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.	Other, Direct Instruction, Materials, Technology, Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on, Community	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	Engageme nt						

(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

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

asses student learning and to adjust instruction as needed to better meet student needs. Process, Curriculum Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology, Behavioral Support Program, Professiona	Activity - Proficiency Scales and Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
i Leanning	asses student learning and to adjust instruction as needed to	Process, Curriculum Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program,		Implement	08/27/2019	06/05/2020	\$1		Administrati on, Certified Staff
	Activity - Learning Management System		Tier	Phase	Begin Date	End Date			Staff Responsibl

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	Tier 1	Monitor	08/27/2019	06/05/2020	General Fund	Administrati on, Certified Staff
	Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen						
	t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt						

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

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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).	Professiona	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General	Administrati on, Certified Staff, Paraprofes sionals
Activity - Learning "Knight"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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 Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaboration, Community Engageme nt, Technology , Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$2	General Fund, Title I Part A	Administrati on, Certified Staff, Paraprofes sionals
Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl

Alpine Elementary School

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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.). Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.	Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt			08/27/2019				Administrati on, Certified Staff
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

Alpine Elementary School

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, Professiona I 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	Administrati on, Certified Staff, Paraprofes sionals
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date			Staff Responsibl e

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 Developme nt, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology, Professional Learning, Behavioral Support Program			08/27/2019	06/05/2020	\$1	General Fund	Curriculum Director, Building Administrati on, Certified Staff, Paraprofes sionals
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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		Staff Responsibl
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Alpine Elementary School

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 Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Other, Walkthroug h, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Alpine Elementary School

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 Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaboration, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl

Alpine Elementary School

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 Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date		Resource Assigned		Staff Responsibl

Alpine Elementary School

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, Professiona I 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	Administrati on, Certified Staff
Activity - Summer Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Alpine Elementary School

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

Alpine Elementary School

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 Involvemen t, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology, Professiona I Learning, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

Alpine Elementary School

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 Developme nt, Academic Support Program, Other, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Technology , Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff
	Activity Type	Tier	Phase	Begin Date			Staff Responsibl e

Alpine Elementary School

curriculum, discuss best practice and meet students needs.	nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Math Fluency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Funding	Staff Responsible

Alpine Elementary School

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 Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Professiona I Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Real World Applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

Alpine Elementary School

Grade level teachers will provide students with opportunities to apply their knowledge to the real world problems.	Policy and Process, Curriculum Developme nt, Academic Support Program, Supplemen	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology						
	Professiona I Learning, Behavioral Support Program						

(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		Staff Responsibl
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Alpine Elementary School

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.	Other, Direct Instruction, Materials, Technology, Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on, Community	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	Engageme nt						

(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

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 asses student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professional I Learning		Implement	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl

Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date				Staff Responsibl e
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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	Tier 1	Monitor	08/27/2019	06/05/2020	General Fund	Administrati on, Certified Staff
	Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen						
	t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt						

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

Alpine Elementary School

	Activity Type	Tier	Phase	Begin Date		Resource Assigned	Source Of Funding	Staff Responsibl e
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).	Professiona	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General	Administrati on, Certified Staff, Paraprofes sionals
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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 Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaboration, Community Engageme nt, Technology , Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$2	General Fund, Title I Part A	Administrati on, Certified Staff, Paraprofes sionals
Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl

Alpine Elementary School

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.). Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.	Process, Curriculum Developme	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt							
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsible

Alpine Elementary School

	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professiona I 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	Administrati on, Certified Staff, Paraprofes sionals
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsible

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 Developme nt, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaboration, Community Engageme nt, Technology, Professiona I Learning, Behavioral Support Program			08/27/2019	06/05/2020	\$1	General Fund	Curriculum Director, Building Administrati on, Certified Staff, Paraprofes sionals
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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		Staff Responsibl
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Alpine Elementary School

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 Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Other, Walkthroug h, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Alpine Elementary School

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 Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl

Alpine Elementary School

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 Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date		Resource Assigned	Source Of Funding	Staff Responsibl

Alpine Elementary School

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, Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Summer Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Alpine Elementary School

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

Alpine Elementary School

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 Involvemen t, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology Professiona I Learning, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

Alpine Elementary School

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 Developme nt, Academic Support Program, Other, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Technology , Behavioral Support Program		Monitor	08/27/2019	06/05/2020	\$1	Section 31a	Administrati on, Certified Staff
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

Alpine Elementary School

curriculum, discuss best practice and meet students needs.	nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Math Fluency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Funding	Staff Responsible

Alpine Elementary School

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 Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaboration, Community Engageme nt, Technology, Professiona I Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Real World Applications	Activity Type	Tier	Phase	Begin Date	End Date			Staff Responsibl e

Alpine Elementary School

Grade level teachers will provide students with opportunities to apply their knowledge to the real world problems.	Policy and Process, Curriculum Developme nt,	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	Academic Support Program, Supplemen tal							
	Materials, Materials, Teacher Collaborati on,							
	Community Engageme nt, Technology							
	Professiona I Learning, Behavioral Support Program							

(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		Staff Responsibl
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Alpine Elementary School

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.	Other, Direct Instruction, Materials, Technology, Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on, Community	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	Engageme nt						

(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

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

asses student learning and to adjust instruction as needed to better meet student needs. Process, Curriculum Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology, Behavioral Support Program, Professiona	Activity - Proficiency Scales and Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
i Leanning	asses student learning and to adjust instruction as needed to	Process, Curriculum Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program,		Implement	08/27/2019	06/05/2020	\$1		Administrati on, Certified Staff
	Activity - Learning Management System		Tier	Phase	Begin Date	End Date			Staff Responsibl

Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date				Staff Responsibl e
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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	Tier 1	Monitor	08/27/2019	06/05/2020	General Fund	Administrati on, Certified Staff
	Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen						
	t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt						

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

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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).	Professiona	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General	Administrati on, Certified Staff, Paraprofes sionals
Activity - Learning "Knight"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl

Alpine Elementary School

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 Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$2	General Fund, Title I Part A	Administrati on, Certified Staff, Paraprofes sionals
Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Funding	Staff Responsible

Alpine Elementary School

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.). Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.	Process, Curriculum Developme	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Alpine Elementary School

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, Professiona I 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	Administrati on, Certified Staff, Paraprofes sionals
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsible

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 Developme nt, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaboration, Community Engageme nt, Technology, Professiona I Learning, Behavioral Support Program			08/27/2019	06/05/2020	\$1	General Fund	Curriculum Director, Building Administrati on, Certified Staff, Paraprofes sionals
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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		Staff Responsibl
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Alpine Elementary School

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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 Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Other, Walkthroug h, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Funding	Staff Responsible

Alpine Elementary School

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 Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
		Tier	Phase	Begin Date				Staff Responsibl

Alpine Elementary School

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 Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaboration, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date		Resource Assigned		Staff Responsibl

Alpine Elementary School

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, Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Summer Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	on, Certified
	Developme nt, Academic Support Program, Other, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaboration, Technology, Behavioral Support Program							Staff
Activity - Kent School Service Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

Alpine Elementary School

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 Involvemen t, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology, Professiona I Learning, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

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 Developme nt, Academic Support Program, Other, Parent Involvemen t, Direct Instruction, Supplemen	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff
	tal Materials, Materials, Teacher Collaborati on, Technology , Behavioral Support Program						
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date		Resource Assigned	Staff Responsible

Alpine Elementary School

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.	nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	I Learning	Tier	Phase	Begin Date	End Date	Resource Assigned	Funding	Staff Responsibl

Alpine Elementary School

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 Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Professiona I Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	Activity Type	Tier	Phase	Begin Date		Resource Assigned		Staff Responsibl e

Alpine Elementary School

Grade level teachers will provide students with opportunities to apply their knowledge to the real world problems.	Policy and Process, Curriculum Developme nt,	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	Academic Support Program, Supplemen tal							
	Materials, Materials, Teacher Collaborati on,							
	Community Engageme nt, Technology							
	Professiona I Learning, Behavioral Support Program							

(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		Staff Responsibl
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Alpine Elementary School

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.	Other, Direct Instruction, Materials, Technology, Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on, Community	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	Engageme nt						

(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

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

asses student learning and to adjust instruction as needed to better meet student needs. Process, Curriculum Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology, Behavioral Support Program, Professiona	Activity - Proficiency Scales and Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
i Leanning	asses student learning and to adjust instruction as needed to	Process, Curriculum Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program,		Implement	08/27/2019	06/05/2020	\$1		Administrati on, Certified Staff
	Activity - Learning Management System		Tier	Phase	Begin Date	End Date			Staff Responsibl

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	Tier 1	Monitor	08/27/2019	06/05/2020	General Fund	Administrati on, Certified Staff
	Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen						
	t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt						

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

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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).	Professiona	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General	Administrati on, Certified Staff, Paraprofes sionals
Activity - Learning "Knight"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Alpine Elementary School

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 Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$2	General Fund, Title I Part A	Administrati on, Certified Staff, Paraprofes sionals
Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Funding	Staff Responsible

Alpine Elementary School

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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.). Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.	Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt			08/27/2019				Administrati on, Certified Staff
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

Alpine Elementary School

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, Professiona I 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	Administrati on, Certified Staff, Paraprofes sionals
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date			Staff Responsibl e

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 Developme nt, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program			08/27/2019	06/05/2020	\$1	General Fund	Curriculum Director, Building Administrati on, Certified Staff, Paraprofes sionals
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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		Staff Responsibl
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Alpine Elementary School

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 Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Other, Walkthroug h, Teacher Collaboration, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	General	Administrati on, Certified Staff, Paraprofes sionals
Activity - Expected Minutes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl

Alpine Elementary School

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 Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl

Alpine Elementary School

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 Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date		Resource Assigned		Staff Responsibl

Alpine Elementary School

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, Professiona I 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	Administrati on, Certified Staff
Activity - Summer Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	on, Certified
	Developme nt, Academic Support Program, Other, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaboration, Technology, Behavioral Support Program							Staff
Activity - Kent School Service Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

Alpine Elementary School

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 Involvemen t, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology, Professiona I Learning, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

Alpine Elementary School

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 Developme nt, Academic Support Program, Other, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Technology , Behavioral Support Program		Monitor	08/27/2019	06/05/2020	\$1	Section 31a	Administrati on, Certified Staff
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

Alpine Elementary School

curriculum, discuss best practice and meet students needs.	nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Math Fluency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Funding	Staff Responsible

Alpine Elementary School

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 Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Professiona I Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	Activity Type	Tier	Phase	Begin Date		Resource Assigned		Staff Responsibl e

Alpine Elementary School

Policy and Process, Curriculum Developme nt, Academic Support Program, Supplemen tal Materials, Materials, Teacher Collaborati on, Community	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
on, Community Engageme nt, Technology , Professiona I Learning, Behavioral Support						

(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		Staff Responsibl
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Alpine Elementary School

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.	Support Program, Other, Direct Instruction, Materials, Technology, Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on,	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	on, Community Engageme nt						

(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

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 Responsibl e
Instructional staff will utilize proficiency scales and rubrics to asses student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaboration, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning		Implement	08/27/2019	06/05/2020	\$1	General	Administrati on, Certified Staff
Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl

Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date				Staff Responsibl e	
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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	Monitor	08/27/2019	06/05/2020	General Fund	Administrati on, Certified Staff
	Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen					
	t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt					

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

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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).	Professiona	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General	Administrati on, Certified Staff, Paraprofes sionals
Activity - Learning "Knight"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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 Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaboration, Community Engageme nt, Technology , Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$2	General Fund, Title I Part A	Administrati on, Certified Staff, Paraprofes sionals
Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl

Alpine Elementary School

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.). Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.	Process, Curriculum Developme	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Alpine Elementary School

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, Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
	Activity Type	Tier	Phase	Begin Date		Resource Assigned	Source Of Funding	Staff Responsibl e

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 Developme nt, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaboration, Community Engageme nt, Technology, Professiona I Learning, Behavioral Support Program			08/27/2019	06/05/2020	\$1	General Fund	Curriculum Director, Building Administrati on, Certified Staff, Paraprofes sionals
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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		Staff Responsibl
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Alpine Elementary School

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 Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Other, Walkthroug h, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Alpine Elementary School

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 Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Alpine Elementary School

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 Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date		Resource Assigned		Staff Responsibl

Alpine Elementary School

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, Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Summer Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Section 31a	on, Certified
	Developme nt, Academic Support Program, Other, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaboration, Technology, Behavioral Support Program							Staff
Activity - Kent School Service Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

Alpine Elementary School

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 Involvemen t, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology, Professiona I Learning, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

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 Developme nt, Academic Support Program, Other, Parent Involvemen t, Direct Instruction, Supplemen	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff
	tal Materials, Materials, Teacher Collaborati on, Technology , Behavioral Support Program						
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date		Resource Assigned	Staff Responsible

Alpine Elementary School

curriculum, discuss best practice and meet students needs.	nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Math Fluency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Funding	Staff Responsible

Alpine Elementary School

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 Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Professiona I Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Real World Applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

Alpine Elementary School

Grade level teachers will provide students with opportunities to apply their knowledge to the real world problems.	Policy and Process, Curriculum Developme nt,	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	Academic Support Program, Supplemen tal							
	Materials, Materials, Teacher Collaborati on,							
	Community Engageme nt, Technology							
	Professiona I Learning, Behavioral Support Program							

(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		Staff Responsibl
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Alpine Elementary School

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.	Support Program, Other, Direct Instruction, Materials, Technology, Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on,	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	on, Community Engageme nt						

(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

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 Responsibl e
better meet student needs.	Policy and Process, Curriculum Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning	Tier 1	Implement	08/27/2019	06/05/2020	\$1	General	Administrati on, Certified Staff
Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl

rype ranging response		Activity Type	Tier	Phase	Begin Date				Staff Responsib
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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	Tier 1	Monitor	08/27/2019	06/05/2020	General Fund	Administrati on, Certified Staff
	Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen						
	t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt						

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

Alpine Elementary School

school professional's guide to integrating physical and psychological safety. New York, NY: Routledge.

Tier: Tier 1

	Activity Type	Tier	Phase	Begin Date	End Date		Source Of Funding	Staff Responsibl e
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).	Involvemen	Tier 1	Monitor	08/27/2019	06/05/2020	\$0	General Fund	Administrati on, Certified Staff, Paraprofes sionals
	Activity Type	Tier	Phase	Begin Date	End Date		Source Of Funding	Staff Responsibl

Alpine Elementary 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.).	Materials, Community	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff, Paraprofes sionals
Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.	Engagemé							
				1	ı			
Activity - Procedures and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Alpine Elementary School

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, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Community Engageme nt, Technology Professiona I Learning, Behavioral Support Program			08/27/2019			General	Administrati on, Certified Staff, Paraprofes sionals
	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

Alpine Elementary School

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. Professional development and implementation monitoring will occur. Supplemental Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program						Building Administrati on, Certified Staff, Paraprofes sionals
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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				Staff Responsibl e
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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.). Materials, Direct Instruction, Policy and Process, Teacher Collaborati on, Academic Support Program, Parent Involvement, Supplemental Materials, Curriculum Development, Other, Community Engagement, Behavioral Support Program, Technology, Professional Learning \$1 General Fund Administrati on, Certified Staff, Paraprofes sionals 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 provid support as needed. MTSS meetings will be held throughout they are 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.	of Support Program, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology Behavioral Support Program, Professiona I Learning		Monitor		06/05/2020		A, Title I Part C, Section 31a	sionals	
Activity - Expected Minutes of Instruction	Activity	Tier	Phase	Regin Date	End Date	Resource	Source Of	Staff	

ate End Date	e Resource Assigned	Source Of Funding	Staff Responsible
6	ate End Date		

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 Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning				06/05/2020		General	Administrati on, Certified Staff, Paraprofes sionals
Activity - Non-Fiction Texts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsible

Alpine Elementary School

Teachers will use a variety of leveled non-fiction texts to teach scientific concepts.	Policy and Process, Curriculum Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professions	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Foss Science Kits	Professiona I Learning Activity Type	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Alpine Elementary School

Teachers in grades Kindergarten and first will be implementing Foss Science Kits into weekly Science instruction for the 2018-2019 school year.	Process, Curriculum Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Behavioral Support Program	Tier 1			06/05/2020		General	Curriculum Director, Building Administrati on, Certified Staff
Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Funding	Staff Responsibl e

Alpine Elementary School

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 Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Alpine Elementary School

Policy and Process, Curriculum Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Professiona I Learning, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$1		Curriculum Director, Building Administrati on, Certified Staff
Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Funding	Staff Responsible

Alpine Elementary School

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 Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology	Tier 1	Implement	08/27/2019	06/05/2020	\$2	Fund, Section 31a	Curriculum Director, Administrati on, Certified Staff
	, Recruitmen t and Retention							

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			Staff Responsible
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Alpine Elementary School

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	Process, Curriculum Developme nt, Academic Support Program, Parent Involvemen	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	Program						

Strategy 4:

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

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

Category: Science

Research Cited: Maximizing Competency Education and Blended Learning: Insights from Experts, CompetencyWorks Issue Brief (March 2015) by Susan Patrick and Chris Sturgis.•A K–12 Federal Policy Framework for Competency Education: Building Capacity for Systems Change by Maria Worthen and Lillian Pace, February 2014.

•Delorenzo, Richard A., and Wendy Battino. Delivering on the promise: The education revolution. Solution Tree Press, 2013.Bramante, Fred & Colby, Rose, Off the

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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
better meet student needs.	Policy and Process, Curriculum Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning	Tier 1	Implement	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Learning Management System	Activity	Tier	Phase	Begin Date	End Date	Resource	Source Of	Staff

Activity Type	Tier	Phase	Begin Date		Staff Responsibl
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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.	Program, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support	Evaluate	08/27/2019	06/05/2020	General Fund	Administrati on, Certified Staff
	Support Program, Professiona I Learning					

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

Alpine Elementary School

Activity - Stakeholder Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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).	Professiona	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General	Administrati on, Certified Staff
Activity - Family Communication and Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Alpine Elementary School

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.). Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.	Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt			08/27/2019		General Fund	Administrati on, Certified Staff
	Activity Type	Tier	Phase	Begin Date	End Date		Staff Responsibl e

Alpine Elementary School

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, Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsible

Alpine Elementary School

language will be used throughout the building by all staff. tal Certified Professional development and implementation monitoring will Materials, Staff,	Professional development and implementation monitoring will	Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Professiona I Learning, Behavioral Support		Implement	08/27/2019	06/05/2020	\$1	General Fund	Staff, Paraprofes
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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		Staff Responsibl
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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.	Process, Curriculum Developme nt, Academic Support Program, Direct Instruction,		Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, 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		Staff Responsibl
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Alpine Elementary School

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.). 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.	Technology, Professiona I Learning, Behavioral Support Program, Policy and	Tier 2	Monitor	08/27/2019	06/05/2020	\$5	C, General Fund, Section	Administrati on, Certified Staff, Paraprofes sionals
	Activity Type	Tier	Phase	Begin Date	End Date			Staff Responsibl

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 Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Technology , Professiona I Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Non-Fiction Texts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl
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 Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaboration, Technology, Professiona I 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 Responsibl e

Alpine Elementary School

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 Developme nt, Academic Support Program, Other, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology, Professiona I Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

Alpine Elementary School

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, Professiona I 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	Administrati on, Certified Staff
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsibl e

Alpine Elementary School

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, Professiona I 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	Administrati on, Certified Staff
Activity - Instructional Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsible

Alpine Elementary School

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 Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Professiona	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
	Professiona Learning						

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

Alpine Elementary School

Activity - Proficiency Scales and Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Instructional staff will utilize proficiency scales and rubrics to asses student learning and to adjust instruction as needed to better meet student needs.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaboration, Community Engageme nt	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff
Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl

Alpine Elementary School

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.	Involvemen t, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support	Monitor	08/27/2019	06/05/2020	\$1	General Fund	Administrati on, Certified Staff

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/

Alpine Elementary School

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			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 Responsibl e
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 Developme nt, Technology		Monitor	08/27/2019	06/05/2020	\$2	Section 31a, General Fund	Director of Curriculum Building Principal STEM Teacher
				1				
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 Engageme nt	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		Staff Responsible
	engage with others in the community as well as learn about numerous concepts related to core content instruction.	Career Preparation /Orientation , Field Trip, Community Engageme nt		Monitor	08/27/2019	06/05/2020	Building Principal Classroom Teachers PTO

Section 31a

Activity Name		Activity Type	Tier	Phase	Begin Date			Staff Responsibl e
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Darant Involvement	Departs will have the enpertunity to engage in	Dollov on d	Tion 1	00/07/2040	06/05/2020	¢1	A desiniate at:
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 Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professiona I Learning, Behavioral Support Program	Tier 1	08/27/2019	06/05/2020	1\$1	Administrati on, Certified Staff, Paraprofes sionals, 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, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Community Engageme nt, Behavioral Support Program	Tier 2	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff, KSSN Staff

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 Developme nt, 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, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff, Paraprofes sionals

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Multi-Tiered System of Support (MTSS) An MTSS is a framework to provide all studwith the best opportunities to succeed academically and behaviorally in school. MT focuses on (1) providing high quality instructions matched to student need, monitoring progress frequently to make decabout changes in instruction or goals, (3) us data are to allocate resources to improve st learning, (4) supporting staff implementation effective practices (Kent County Intermedial School District, n.d.). Supplemen tal Materials, Other, Community Engagement, Behavioral Support Program, Materials, Direct Instruction, Technology, Pand Process, Teacher Collaboration, Acade Support Program Tier 1 Monitor 08/28/2017 06/08/2018 \$5 Title I Part A, Title III, Title I Part C, General Section 31a Administration, Certified Staff, KSSN Staff, Paraprofes sionals Students will be grouped by ability for individualized instruction. Groups will be flea allow for movement in and out of various ab groups. Intervention support will be provider those students who qualify. Classroom teac interventionists, paraprofessionals, English Learner staff, special education staff and KS staff will be utilized to provide support as ne MTSS meetings will be held throughout the monitor student progress and provide support all service providers as well as the general education teacher. NWEA MAP data, Fount Pinnell, state assessment and district asses data will be used to guide instruction. Research Cited: Jimerson, S. R., Burn, M. K VanDeHeyden, A. M. (Eds) The Handbook Response to Intervention: The Science and Practice of Assessment and Intervention (p) 377). New York: Springer.	Process, Curriculum Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Technology, Behaviora Support Program		Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff, KSSN Staff, Paraprofes sionals.

Alpine Elementary School

t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme	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 Developme nt, Academic Support Program, Parent Involvemen	Tier 1	Implement	08/27/2019	06/05/2020	\$1	Curriculum Director, Administrati on, Certified Staff
Community Engageme			t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati						
Recruitmen t and			Community Engageme nt, Technology , Recruitmen						

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 persona mastery. Instructional coaches will be providing modeling to staff, collaborating regularly and facilitating classroom learning labs.	Policy and Process, Curriculum Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology Professiona I Learning, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Curriculum Director, Building Administrati on, 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 Developme nt, Academic Support Program, Other, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaboration, Technology , Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff

Alpine Elementary School

skills and prevent summer regression.	Policy and Process, Curriculum Developme nt, Academic Support Program, Other, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Technology , Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff

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.). 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	Policy and Process, Curriculum Developme nt, Parent Involvemen	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff, Paraprofes sionals

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.). 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.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration,	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff, Paraprofes sionals
	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.	Community Engageme nt						
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, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Technology	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff

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.). Materials, Direct Instruction, Policy and Process, Teacher Collaborati on, Academic Support Program, Parent Involvemen t, Supplemental Materials, Curriculum Development, Other, Community Engagement, Behavioral Support Program, Technology, Professiona I Learning \$1 General Fund Administrati on, Certified Staff, Paraprofes sionals 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	Policy and Process, Curriculum Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaboration, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff, Paraprofes sionals
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Title I Part C

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date		Staff Responsibl
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Multi-Tiered System of	An MTSS is a framework to provide all students	Policy and	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Administrati
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.). Supplemen tal Materials, Other, Community Engagement, Behavioral Support Program, Materials, Direct Instruction, Technology, Policy and Process, Teacher Collaboration, Academic Support Program 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, Paraprofes sionals 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.	Policy and Process, Curriculum Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaboration, Technology, Behavioral Support Program		Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff, KSSN Staff, Paraprofes sionals.
	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.							

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	Policy and Process, Academic Support Program,	Tier 1	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff, Paraprofes
	specific strategies to help their child at home and make learning fun.	Parent Involvemen t, Direct Instruction, Supplemen tal					sionals, EL Staff
		Materials, Materials, Teacher Collaborati on,					
		Community Engageme nt, Technology					
		Professiona I Learning, Behavioral Support Program					

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.). 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.	Policy and Process, Curriculum Developme nt, Parent Involvemen	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff, Paraprofes sionals
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General Fund

Activity Name Activ	· · · · · · · · · · · · · · · · · · ·	Activity Type	Tier	Phase	Begin Date			Staff Responsibl e
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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 Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaboration, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Instructiona I Staff, Instructiona I 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 Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology Professiona I Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff

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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, Supplemen tal Materials, Walkthrough, Materials, Teacher Collaboration, Community Engagement, Behavioral Support Program	Tier 2		08/27/2019	06/05/2020	\$1	Administrati on, 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 Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff, Paraprofes sionals

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.	Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff
		Collaborati on,						

Alpine Elementary School

Proficiency Scales and Rubrics	Instructional staff will utilize proficiency scales and rubrics to asses student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Developme nt, Academic Support Program, Parent Involvemen t, Direct	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff, Paraprofes sionals
		Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Technology					
		Professiona I Learning, Behavioral Support Program					

Alpine Elementary School

Collaborative Learning	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	I Learning,	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff, Paraprofes sionals
	a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems.	Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen					
		t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme					

Family Communication and Participation	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.).	Academic Support Program, Other, Direct Instruction, Materials, Technology	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff
	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.). Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.	Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt						
Vocabulary Instruction	Teachers will build vocabulary through direct instruction of specific terms deemed necessary for concept comprehension. This includes preteaching 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, Intervention ists, Special Education Staff, EL Staff, Available Paraprofes sionals, Building Principal.

Alpine Elementary School

Parent Involvement	Parents will have the opportunity to engage in	Policy and	Tier 1	08/27/2019	06/05/2020	\$1	Administrati
Learning Night	their child's learning by attending at least one	Process,					on,
	parent night that will be geared toward developing	Academic					Certified
	student reading and math skills. Parents will be	Support					Staff,
	able to participate in a variety of activities to learn	Program,					Paraprofes
	specific strategies to help their child at home and make learning fun.	Parent Involvemen					sionals, EL Staff
	make learning fun.	t, Direct					Stall
		Instruction,					
		Supplemen					
		tal					
		Materials,					
		Materials,					
		Teacher					
		Collaborati					
		on,					
		Community					
		Engageme Int.					
		Technology					
		recrinology					
		Professiona					
		I Learning,					
	Behavioral						
		Support					
		Program					

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, Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff
		Engageme nt					

Proficiency Scales and Rubrics	Instructional staff will utilize proficiency scales and rubrics to asses student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Developme nt, Academic Support Program, Parent Involvemen	Tier 1	Implement	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff
		t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona						
Family Communication and Participation	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.). Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.	Policy and Process, Curriculum Development, Academic Support Program, Parent Involvement, Direct Instruction, Supplemental Materials, Materials, Community Engagement, Technology, Behavioral Support	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff, Paraprofes sionals

Family Communication and Participation	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.).	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff, Paraprofes sionals
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Alpine Elementary School

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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 Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaboration, Community Engageme nt, Technology , Professiona I Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, 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 Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Technology , Professiona I Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff

Family Communication and Participation	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.).	Policy and Process, Academic Support Program, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professiona	Tier 1		08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff, Paraprofes sionals
		I Learning, Behavioral Support Program						
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.		Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff, Instructiona I Coach

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	Academic Support Program, Other, Direct Instruction, Materials,	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff, Paraprofes sionals
	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 datagathering 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).	Technology , Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen						
		Supplemen tal Materials, Teacher Collaborati on, Community Engageme						

Alpine Elementary School

Stakeholder Voice	High levels of stakeholder voice is a key attribute	Policy and	Tier 1	Monitor	08/27/2019	06/05/2020	\$0	Administrati
	to highly effective schools. Simply put, stakeholder							on,
	voice leverages the opinions and thinking of all stakeholders in the school community as a key	Curriculum Developme						Certified Staff,
	element in making quality decisions. Inherent to	nt,						Paraprofes
	stakeholder voice is a shared-decision making	Academic						sionals
	process which must be created, communicated	Support						
	and implemented. This process clarifies which	Program,						
	decisions are made by administrators and which	Parent						
	are made in a collaborative manner. A transparent							
	data-gathering plan is in place to collect information from students, parents, and staff. Data	t, Direct						
	is shared in a transparent manner and decisions	Supplemen						
	are connected to feedback (also called a feedback							
	loop).	Materials,						
		Teacher						
		Collaborati						
		on, Community						
		Engageme						
		nt,						
		Professiona						
		I Learning,						
		Behavioral						
		Support						
		Program	1					

Alpine Elementary School

Droop durop and	Consistent muses dures and supportations will be	A a a da mai a	Tion 4	Manitor	00/07/0040	00/05/0000	C 4	A desiminate at
Procedures and	Consistent procedures and expectations will be consistent across the building. Students will	Academic	Tier 1	Monitor	08/27/2019	06/05/2020	21	Administrati
Expectations	understand the components of our shared vision,	Support Program,						on, Certified
	"Be the BEST (Be a leader, show Excellence, be	Other,						Staff,
	Safe and be Trustworthy) You", and apply them	Direct						Paraprofes
	into the classroom for success. Students will have	Instruction						sionals
	opportunities to provide input and feedback into	Materials,						0.0
	classroom procedures and expectations.	Technology						
	Students will take responsibility for monitoring	,						
	their behavior.	Professiona						
		I Learning,						
		Behavioral						
		Support						
		Program,						
		Policy and						
		Process, Curriculum						
		Developme						
		nt, Parent						
		Involvemen						
		t						
		Supplemen						
		tal						
		Materials,						
		Teacher						
		Collaborati						
		on,						
		Community						
		Engageme						
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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	Academic Support Program, Other, Direct Instruction, Materials,	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff, Paraprofes sionals
	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 datagathering 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).	Technology , Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen						
		Supplemen tal Materials, Teacher Collaborati on, Community Engageme						

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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 Involvemen t, Supplemen tal Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Professiona I Learning, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, 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 Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff

Alpine Elementary School

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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 Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Walkthroug h, Materials, Teacher Collaboration, Community Engageme	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff, Support Staff
	Engageme						
	Technology , Behavioral						
	Program, Professiona						
	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	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. Process, Curriculum Developme nt, Academic Support Program, Parent Involvement, Direct Instruction, Walkthroug h, Materials, Teacher Collaboration, Community Engageme nt, Technology, Behavioral Support Program,	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 parents. Student progress will be tracked from year to year. Adjustment to instruction will be made based on student progress. Process, Curriculum Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Walkthroug h, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona	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. Process, Curriculum Developme nt, Academic Support Program, Parent Involvement, Direct Instruction, Walkthroug h, Materials, Teacher Collaboration, Community Engageme nt, Technology, Behavioral Support Program, Professiona	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. Procéss, Curriculum Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Walkthroug h, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona	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. Process, Curriculum Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Walkthroug h, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona	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. Process, Curriculum Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Walkthroug h, Materials, Teacher Collaborati on, Community Engageme nt, Technology, Behavioral Support Program, Professiona

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Multi-tiered System of	An MTSS is a framework to provide all students	Academic	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Administrati
Support (MTSS)	with the best opportunities to succeed	Support						on,
	academically and behaviorally in school. MTSS	Program,						Certified
	focuses on (1) providing high quality instruction	Other,						Staff,
	and interventions matched to student need, (2)	Direct						Paraprofes
	monitoring progress frequently to make decisions	Instruction,						sionals
	about changes in instruction or goals, (3) using	Materials,						
	data are to allocate resources to improve student	Technology						
	learning, (4) supporting staff implementation of	,						
	effective practices (Kent County Intermediate	Professiona						
	School District, n.d.).	I Learning,						
		Behavioral						
	Students will be grouped by ability for	Support						
	individualized instruction. Groups will be flexible to							
	allow for movement in and out of various ability	Policy and						
	groups. Intervention support will be provided to	Process,						
	those students who qualify. Classroom teachers,	Curriculum						
	interventionists, paraprofessionals, English	Developme						
	Learner staff, special education staff and KSSN	nt, Parent						
	staff will be utilized to provide support as needed.	Involvemen						
	MTSS meetings will be held throughout the year to	t,						
	monitor student progress and provide support to	Supplemen						
	all service providers as well as the general	tal						
	education teacher. NWEA MAP data, Fountas	Materials,						
	and Pinnell, state assessment and district	Teacher						
	assessment data will be used to guide instruction.	Collaborati						
		on,						1
	Research Cited: Jimerson, S. R., Burn, M. K., and	Community						
	VanDeHeyden, A. M. (Eds) The Handbook of	Engageme						
	Response to Intervention: The Science and	nt						
	Practice of Assessment and Intervention (pp.354-							
	377). New York: Springer.							

Alpine Elementary School

Vocabulary Instruction	Teachers will build vocabulary through direct instruction of specific terms deemed necessary for concept comprehension. This includes preteaching 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 Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on,	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff
		Collaborati						

Alpine Elementary School

Learning "Knight"	Parents will have the opportunity to engage in	Academic	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administrat
	their child's learning by attending at least one	Support						on, Certified
	parent night that will be geared toward developing student reading and math skills. Parents will be	Program, Other,						Staff,
	able to participate in a variety of activities to learn	Direct						Paraprofes
	specific strategies to help their child at home and	Instruction,						sionals
	make learning fun.	Materials,						
		Technology						
		, Behavioral						
		Support						
		Program, Professiona						
		Learning,						
		Extra						
		Curricular,						
		Policy and						
		Process,						
		Curriculum Developme						
		nt, Parent						
		Involvemen						
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		Supplemen						
		tal						
		Materials,						
		Teacher Collaborati						
		on,						
		Community						
		Engageme						
		nt						

Alpine Elementary School

Stakeholder Voice	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	Program, Direct Instruction, Walkthroug h, Materials, Technology , Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Supplemen tal Materials, Teacher Collaborati on, Community Engageme	Tier 1		08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff, Paraprofes sionals
		nt, Recruitmen t and Retention						
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 Developme nt, Technology	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Director of Curriculum Building Principal STEM Teacher

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Multi-Tiered System of Support (MTSS) An MTSS is a framework to provide all studwith the best opportunities to succeed academically and behaviorally in school. MT focuses on (1) providing high quality instructions matched to student need, monitoring progress frequently to make decabout changes in instruction or goals, (3) us data are to allocate resources to improve st learning, (4) supporting staff implementation effective practices (Kent County Intermedial School District, n.d.). Supplemen tal Materials, Other, Community Engagement, Behavioral Support Program, Materials, Direct Instruction, Technology, Pand Process, Teacher Collaboration, Acade Support Program Tier 1 Monitor 08/28/2017 06/08/2018 \$5 Title I Part A, Title III, Title I Part C, General Section 31a Administration, Certified Staff, KSSN Staff, Paraprofes sionals Students will be grouped by ability for individualized instruction. Groups will be flea allow for movement in and out of various ab groups. Intervention support will be provider those students who qualify. Classroom teac interventionists, paraprofessionals, English Learner staff, special education staff and KS staff will be utilized to provide support as ne MTSS meetings will be held throughout the monitor student progress and provide support all service providers as well as the general education teacher. NWEA MAP data, Fount Pinnell, state assessment and district asses data will be used to guide instruction. Research Cited: Jimerson, S. R., Burn, M. K VanDeHeyden, A. M. (Eds) The Handbook Response to Intervention: The Science and Practice of Assessment and Intervention (p) 377). New York: Springer.	Process, Curriculum Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Technology, Behaviora Support Program		Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff, KSSN Staff, Paraprofes sionals.

Alpine Elementary School

Proficiency Scales and Rubrics	Instructional staff will utilize proficiency scales and rubrics to asses student learning and to adjust instruction as needed to better meet student needs.	Support Program, Other,	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff
		Direct Instruction, Materials, Technology						
		Professiona I Learning, Behavioral						
		Support Program, Policy and Process,						
		Curriculum Developme nt, Parent Involvemen						
		Supplemen tal Materials,						
		Collaborati on, Community						
		Teacher Collaborati on,						

Alpine Elementary School

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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 Developme nt, Parent Involvement, Direct Instruction, Supplemental Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program			08/27/2019	06/05/2020	\$1	Curriculum Director, Building Administrati on, Certified Staff, Paraprofes sionals

Alpine Elementary School

Stakeholder Voice	High levels of stakeholder voice is a key attribute	Academic	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administrati
	to highly effective schools. Simply put, stakeholder voice leverages the opinions and	Support Program,						on, Certified
	thinking of all stakeholders in the school	Other,						Staff
	community as a key element in making quality	Direct						
	decisions. Inherent to stakeholder voice is a	Instruction,						
	shared-decision making process which must be	Materials,						
	created, communicated and implemented. This process clarifies which decisions are made by	Technology						
	administrators and which are made in a	, Professiona						
	collaborative manner. A transparent data-	I Learning,						
	gathering plan is in place to collect information	Behavioral						
	from students, parents, and staff. Data is shared	Support						
	in a transparent manner and decisions are connected to feedback (also called a feedback	Program, Policy and						
	loop).	Process,						
	(Cop).	Curriculum						
		Developme						
		nt, Parent						
		Involvemen						
		Supplemen						
		tal						
		Materials,						
		Teacher						
		Collaborati						
		on, Community						
		Engageme						
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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.	Academic Support Program,	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified
	improving our workshop models in ELA and Math. Instructional coaches will be providing modeling to staff, collaborating regularly and facilitating	Other, Direct						Staff
	classroom learning labs.	Instruction,						
		Materials, Technology						
		,						
		Professiona						
		l Learning, Behavioral						
		Support						
		Program,						
		Policy and Process,						
		Curriculum						
		Developme						
		nt, Parent Involvemen						
		t, Supplemen						
		tal						
		Materials, Teacher						
		Collaborati						
		on, Community						
		Engageme nt						

Alpine Elementary School

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Real World Applications	Grade level teachers will provide students with opportunities to apply their knowledge to the real world problems.	Policy and Process, Curriculum Developme nt, Academic Support Program, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology, Professiona I Learning, Behavioral Support Program	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, 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 Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Technology Professiona I Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff

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 Developme nt, Academic Support Program, Parent Involvemen t, Direct	Tier 1	Implement	08/27/2019	06/05/2020	\$1	Curriculum Director, Administrati on, Certified Staff
		Instruction, Supplemental Materials, Materials, Teacher Collaboration,						
		Community Engageme nt, Technology Recruitmen t and Retention						

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.	Process,	Tier 1	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff, Paraprofes sionals
		Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati					
		on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning					

Multi-tiered System of Support (MTSS)	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	Other, Walkthroug h, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff, Paraprofes sionals
Vocabulary Instruction	concept comprehension. This includes preteaching 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 Developme nt, Academic Support Program, Other, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaboration, Community Engageme nt, Technology, Professional Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff

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 Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona In carning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, 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

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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 Developme nt, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Professiona I Learning, Behavioral	Tier 1	Implement	08/27/2019	06/05/2020	\$1	Curriculum Director, Building Administrati on, Certified Staff, Paraprofes sionals
		Support						
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.	Program Academic Support Program, Direct Instruction, Walkthroug h, Materials, Technology , Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff, Paraprofes sionals

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 Involvemen t, Supplemen tal Materials, Curriculum Developmen t, Other, Community Engagemen, Behavioral Support Program, Technology , Professional Learning Tier 1 Monitor 08/21/20/18 §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 08/08/2018 Resource Assigned Source Of Funding Staff Responsibl e Teachers will implement the program with fidelity to ensure students skills progress as expected.	Phonics First Instruction	School Improvement Plan 2017-2018	Curriculum	Tier 1	08/27/2019	06/05/2020	\$1	Administrati
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, Supplement at Materials, Curriculum Development, Other, Community Enagagement, Behavioral Support Program, Technology, Professional 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 08/28/2018 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.								on,
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 Involvemen t, Supplement al Materials, Curriculum Development, Other, Community Engageme nt, Behavioral Support Program, Technology , Professiona I 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 Responsible Teachers will implement the program with fidelity to ensure students skills progress as expected.		Professional learning communities will be utilized	nt,					Certified
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 Involvemen t, Supplemen tal Materials, Curriculum Developmen to, Uther, Community Engageme nt, Behavioral Support Program, Technology , Professiona I 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 08/08/2018 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.		to develop curriculum, discuss best practice and	Academic					Staff
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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, Supplement at Materials, Curriculum Development, Other, Community Engagement, Behavioral Support Program, Technology, Professional 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 Responsible Teachers will implement the program with fidelity to ensure students skills progress as expected.		embedded into weekly schedules. Opportunities	Direct					
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Teachers will implement the program with fidelity to ensure students skills progress as expected.		Phonics First to develop student reading skills						
to ensure students skills progress as expected.		Teachers will implement the program with fidelity						
LITATURA WILLDE DIOVIGEO AS LIEBURO.		Training will be provided as needed.						

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 Developme nt, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaboration, Community Engageme nt, Technology , Professiona I Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$1	Curriculum Director, Building Administrati on, Certified Staff, Paraprofes sionals
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 Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Technology , Professiona I Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Curriculum Director, Building Administrati on, Certified Staff

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, Professiona I 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	Administrati on, Certified Staff, Paraprofes sionals
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 Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Technology Professiona I Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff

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

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 Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff
		Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning						

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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 Developme nt, Academic Support Program, Direct Instruction, Other, Supplemen tal Materials, Materials, Teacher Collaboration, Community Engagement, Technology, Behavioral Support Program, Professiona I Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff, Paraprofes sionals
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 Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaboration, Community Engageme nt, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$1	Curriculum Director, Building Administrati on, Certified Staff

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, Direct Instruction, Materials, Technology Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen tal Materials, Teacher Collaboration, Community Engageme	Administrati on, Certified Staff, Paraprofes sionals
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Alpine Elementary School

Non-Fiction Texts	Teachers will use a variety of leveled non-fiction	Policy and	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administrati
	texts to teach scientific concepts.	Process,						on,
	·	Curriculum						Certified
		Developme						Staff
		nt,						
		Academic						
		Support						
		Program,						
		Parent						
		Involvemen						
		t, Direct						
		Instruction,						
		Supplemen tal						
		Materials,						
		Materials,						
		Teacher						
		Collaborati						
		on, Community						
		Engagemé						
		nt,						
		Technology						
		, Behavioral						
		Support						
		Program,						
		Professiona						
		I Learning						

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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 Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaboration, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning	Tier 1	Evaluate	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff
Proficiency Scales and Rubrics	Instructional staff will utilize proficiency scales and rubrics to asses student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Professiona I Learning, Behavioral Support Program	Tier 1	Implement	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff, Paraprofes sionals

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 Professiona I Learning, Behavioral	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff
		Support Program, Extra Curricular, Policy and Process, Curriculum Developme nt, Supplemen						
		tal Materials, Teacher Collaborati on, Community Engageme nt, Recruitmen t and Retention						

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Collaborative Learning	Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction.2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3. Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems.	Academic Support Program, Other, Direct Instruction, Materials, Technology, Professiona I 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		Administrati on, 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 Collaborati on, Technology	Tier 1	Evaluate	08/27/2019	06/05/2020	\$1	Classroom Teachers, Special Education Staff, Intervention ists, EL Staff, Paraprofes sionals, Specialists, Building Principal.

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	Policy and Process, Curriculum Developme nt, Academic	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff
	department teams across the district will be provided at least quarterly.	Support Program, Direct Instruction, Supplemen						
		tal Materials, Walkthroug h, Materials,						
		Teacher Collaborati on, Community						
		Engageme nt, Technology , Behavioral Support						
		Program, Professiona I Learning						

Family Communication and Participation	Frequent communication from school will occur through the district/school website, classroom websites, school-wide email blasts, classroom	Academic Support Program,	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, Certified
	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	Other, Direct Instruction, Materials,						Staff
	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,	Technology , Professiona I Learning,						
	reach out to families of our qualifying McKinney	Behavioral Support Program, Policy and						
	Vento students when needs arise to connect them to community resources (misc. donations, DHHS, KSSN, local churches, etc.).	Process, Curriculum Developme nt, Parent						
	Our KSSN school coordinator will work to engage students over the summer by providing a variety of opportunities in close proximity to their home.	Involvemen						
		Materials, Teacher Collaborati						
		on, Community Engageme nt						

Alpine Elementary School

Procedures and	Consistent procedures and expectations will be	Policy and	Tier 1	08/27/2019	06/05/2020	\$1	Administrati
Expectations	consistent across the building. Students will	Process,				•	on,
,	understand the components of our shared vision,	Curriculum					Certified
	"Be the BEST (Be a leader, show Excellence, be	Developme					Staff,
	Safe and be Trustworthy) You", and apply them	nt,					Paraprofes
	into the classroom for success. Students will have						sionals
	opportunities to provide input and feedback into	Support					
	classroom procedures and expectations. Students will take responsibility for monitoring their	Program, Parent					
	behavior.	Involvemen					
	DOTATION.	t, Direct					
		Instruction,					
		Supplemen					
		tal					
		Materials,					
		Materials,					
		Community					
		Engageme nt.					
		Technology					
		Professiona					
		I Learning,					
		Behavioral					
		Support					
		Program				1	

Alpine Elementary School

Vocabulary Instruction	Teachers will build vocabulary through direct	Policy and	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administrati
	instruction of specific terms deemed necessary for concept comprehension. This includes pre-	Curriculum						on, Certified
	teaching and reviewing key words, posting	Developme						Staff
	vocabulary on word walls, emphasizing vocabulary on teacher lesson plans/learning	nt, Academic						
	targets and utilizing components/best practices	Support						
	from the S.I.O.P. (Sheltered Instruction	Program,						
	Observation Protocol) Model for Instruction (ex	Parent						
	insert method). Professional development will	Involvemen						
	focus on the intentional instruction of vocabulary.	t, Direct Instruction,						
		Supplemen						
		tal						
		Materials,						
		Materials, Teacher						
		Collaborati						
		on,						
		Community						
		Engageme						
		nt, Technology						
		, Behavioral						
		Support						
		Program,						
		Professiona						
		I Learning						

Alpine Elementary School

Character Education	Behavior instruction specific to positive learner	Academic	Tier 1	Implement	08/27/2019	06/05/2020	\$1	Administra
	qualities will occur in the classroom on a regular	Support		,				on,
	basis. Teachers will utilize an instructional	Program,						Certified
	resource (True Success) to have conversations	Direct						Staff,
	with students about behavioral expectations and	Instruction,						Special
	how they can positively influence others. A	Walkthroug						Education
	consistent vocabulary and language will be used	h,						Staff,
	throughout the building by all staff. Professional	Materials,						Support
	development and implementation monitoring will occur.	Technology						Staff
	occur.	, Professiona						
		I Learning,						
		Behavioral						
		Support						
	Program,							
		Policy and						
		Process,						
		Curriculum						
		Developme						
		nt, Parent						
		Involvemen						
		Supplemen						
		tal						
		Materials,						
		Teacher						
		Collaborati						
		on,						
		Community						
		Engageme nt						

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, Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Development, Parent Involvement, Supplemental Materials, Teacher Collaboration, Community	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff
		Engageme nt					

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	Materials,	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff
	will take responsibility for monitoring their behavior.	Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen						
		t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt						

			1	<u> </u>			1	<u> </u>
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 Professiona I Learning, Behavioral Support Program, Policy and Process, Curriculum Developme nt, Parent Involvemen t, Supplemen tal Materials, Teacher Collaborati on, Community Engageme nt	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, 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 Developme nt, Academic Support Program, Other, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Technology , Professiona I Learning	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff, Paraprofes sionals

Alpine Elementary School

Proficiency Scales and Rubrics	Instructional staff will utilize proficiency scales and rubrics to asses student learning and to adjust instruction as needed to better meet student needs.	Policy and Process, Curriculum Developme	Tier 1	Implement	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff
		nt, Academic Support Program,						
		Direct Instruction, Other, Supplemen						
		tal Materials, Materials,						
		Teacher Collaborati on, Community						
		Engageme nt, Technology						
		, Behavioral Support Program,						
		Professiona I Learning						

Title III

ctivity Name Activity Description	Activity Ti	ier F	Phase	Begin Date		Assigned	Staff Responsible
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Multi-Tiered System of	An MTSS is a framework to provide all students	Policy and	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Administrati
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.). Supplemen tal Materials, Other, Community Engagement, Behavioral Support Program, Materials, Direct Instruction, Technology, Policy and Process, Teacher Collaboration, Academic Support Program 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, Paraprofes sionals 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.	Policy and Process, Curriculum Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaboration, Technology, Behavioral Support Program		Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff, KSSN Staff, Paraprofes sionals.
	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.							

Alpine Elementary School

Administrati
on,
Certified Staff,
Paraprofes
sionals, EL
Staff

Multi-tiered System of Support (MTSS)	An MTSS is a framework to provide all students with the best opportunities to succeed	Academic Support	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Administrati on,
	academically and behaviorally in school. MTSS focuses on (1) providing high quality instruction	Program, Other,						Certified Staff,
	and interventions matched to student need, (2)	Direct						Paraprofes
	monitoring progress frequently to make decisions	Instruction,						sionals
	about changes in instruction or goals, (3) using	Materials,						
	data are to allocate resources to improve student learning, (4) supporting staff implementation of	Technology						
	effective practices (Kent County Intermediate	, Professiona						
	School District, n.d.).	I Learning,						
		Behavioral						
	Students will be grouped by ability for	Support						
	individualized instruction. Groups will be flexible to	Program,						
	allow for movement in and out of various ability	Policy and						
	groups. Intervention support will be provided to	Process,						
	those students who qualify. Classroom teachers,	Curriculum						
	interventionists, paraprofessionals, English Learner staff, special education staff and KSSN	Developme nt, Parent						
	staff will be utilized to provide support as needed.	Involvemen						
	MTSS meetings will be held throughout the year to							
	monitor student progress and provide support to	Supplemen						
	all service providers as well as the general	tal						
	education teacher. NWEA MAP data, Fountas	Materials,						
	and Pinnell, state assessment and district	Teacher						
	assessment data will be used to guide instruction.	Collaborati						
	Research Cited: Jimerson, S. R., Burn, M. K., and	on, Community						
	VanDeHeyden, A. M. (Eds) The Handbook of	Engageme						
	Response to Intervention: The Science and	nt						
	Practice of Assessment and Intervention (pp.354-	[]						
	377). New York: Springer.							

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.). Materials, Direct Instruction, Policy and Process, Teacher Collaborati on, Academic Support Program, Parent Involvemen t, Supplemen tal Materials, Curriculum Developme nt, Other, Community Engageme nt, Behavioral Support Program, Technology, Professiona I Learning \$1 General Fund Administrati on, Certified Staff, Paraprofes sionals 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.	Technology , Behavioral Support Program, Professiona I Learning	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff, Paraprofes sionals
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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.). 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	Policy and Process, Curriculum Developme nt, Parent Involvemen	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff, Paraprofes sionals

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date		Staff Responsibl
							le l

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 Involvemen t, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff, Instructiona I 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, Materials, Teacher Collaboration, Community Engagement, Technology, Professional Learning, Behavioral Support Program	Tier 1		08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff, Paraprofes sionals, EL Staff

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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.). Supplemen tal Materials, Other, Community Engageme nt, Behavioral Support Program, Materials, Direct Instruction, Technology, Policy and Process, Teacher Collaboration, Academic Support Program 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, Paraprofes sionals 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.	Policy and Process, Curriculum Developme nt, Academic Support Program, Direct Instruction, Supplemen tal Materials, Walkthroug h, Materials, Teacher Collaborati on, Technology, Behavioral Support Program	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Administration, Certified Staff, KSSN Staff, Paraprofes sionals.

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.). Materials, Direct Instruction, Policy and Process, Teacher Collaborati on, Academic Support Program, Parent Involvemen t, Supplemen tal Materials, Curriculum Development, Other, Community Engagement, Behavioral Support Program, Technology, Professiona I Learning \$1 General Fund Administrati on, Certified Staff, Paraprofes sionals 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	Policy and Process, Curriculum Developme nt, Academic Support Program, Parent Involvemen t, Direct Instruction, Supplemen tal Materials, Materials, Teacher Collaborati on, Community Engageme nt, Technology , Behavioral Support Program, Professiona I Learning	Tier 2	Monitor	08/27/2019	06/05/2020	\$1	Administrati on, Certified Staff, Paraprofes sionals
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Alpine Elementary School

Learning "Knight"	Parents will have the opportunity to engage in their child's learning by attending at least one	Policy and Process,	Tier 1	Monitor	08/27/2019	06/05/2020	\$1	Administrati
	parent night that will be geared toward developing student reading and math skills. Parents will be	Curriculum Developme						Certified Staff,
	able to participate in a variety of activities to learn	nt,						Paraprofes
	specific strategies to help their child at home and	Academic						sionals
	make learning fun.	Support Program,						
		Parent						
		Involvemen t, Direct						
		Instruction,						
		Other,						
		Supplemen tal						
		Materials,						
		Materials,						
		Teacher Collaborati						
		on,						
		Community Engageme						
		nt,						
		Technology						
		, Behavioral Support						
		Program						