

State Public Charter School Authority

Alpine Academy High School

2025-2026 Status Checks with Notes



District Approval Date: November 30, 2025 **Public Presentation Date:** November 30, 2025

Mission Statement

Alpine Academy's mission is to ensure students receive a quality education and obtain the necessary skills needed to progress in life.

Vision

Alpine Academy's vision is to guide all aspects of student life from daily communications with students, staff, and guardians to post-graduation goals. Staff will utilize a diverse range of techniques to address the needs of the whole student.

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at http://nevadareportcard.nv.gov/DI/nv/state_public_charter_school_authority/alpine_academy_high_school/2023.

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: By the end of the current academic year, Alpine Academy aims to increase enrollment in TMCC Dual Credit courses by 15%, both online and on-site, ensuring that this growth includes proportional representation from underrepresented and marginalized student groups. This goal will be measured by comparing the number of students registered for these courses to the figures from the previous year, with particular attention to the diversity of the student body. To achieve this, the school will implement strategies to enhance accessibility, such as providing additional online resources, flexible scheduling options, and targeted support for students facing technological or socio-economic barriers. We will also actively promote awareness of these courses among eligible students through targeted marketing campaigns and informational sessions that reach out to all community segments. The progress towards this enrollment goal will be assessed quarterly, with a specific focus on inclusivity and equity, allowing for timely adjustments to our outreach and accessibility measures to ensure we meet the desired 15% growth in enrollment with equity at the forefront of our efforts.

Aligns with District Goal

Formative Measures: To evaluate the goal of increasing enrollment in TMCC Dual Credit courses by 15% with an emphasis on inclusivity and equity, Alpine Academy will use several formative measures throughout the school year. These include monthly enrollment tracking disaggregated by demographic details, diversity audits, and student feedback through surveys and focus groups. The effectiveness of outreach and marketing campaigns will be analyzed by reviewing engagement metrics and community feedback. Resource utilization, such as support services and accommodations, will be monitored alongside academic performance, including grades and retention rates of underrepresented groups. Instructor surveys will also provide insights into the diversity of student engagement and the effectiveness of staff training on inclusive practices. These measures will ensure a comprehensive understanding of progress, allowing for timely adjustments to meet the set targets effectively.

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: Create remediation/preparatory activities to adequately prepare students to qualify for TMCC courses. Implement evidence-based remediation and preparatory activities, incorporating proven strategies such as targeted tutoring, personalized learning plans, and adaptive resources, as supported by research findings (Dual Enrollment: Strategies, outcomes, and lessons for School-College partnerships. (n.d.). Google Books. https://books.google.com). Introduce a structured peer mentoring program where students receive guidance and support from academically successful peers. Additionally, implement regular progress assessments to identify specific areas of improvement and adjust interventions accordingly. This multifaceted approach aims to sufficiently prepare students for TMCC courses, ensuring a tailored and effective support system that addresses individual academic needs and maximizes their readiness for success in higher education.</p> <p>The improvement strategy for preparing students at Alpine Academy for TMCC courses is supported by evidence-based interventions discussed in the following resource: "Dual Enrollment: Strategies, Outcomes, and Lessons for School-College Partnerships." This book details effective strategies such as targeted tutoring, personalized learning plans, and adaptive resources that are key to enhancing student readiness for</p>	<p>Oct: In progress</p> <p>October Lessons Learned</p> <p>During the first half of the year, Alpine Academy observed that while students are eager to pursue TMCC opportunities, many face significant readiness gaps, particularly in mathematics and in navigating complex academic prompts. Initial Accuplacer practice sessions confirmed the need for stronger foundational supports. Targeted tutoring proved effective for students who attended regularly, but inconsistent participation limited its overall impact. The peer mentoring program has been a positive development, with students responding well to support from high-achieving peers; however, mentors require more structured training to ensure academic accuracy and alignment with expectations. Additionally, outreach efforts through newsletters and general</p>

college-level coursework. This source provides a strong foundation for the approaches Alpine Academy intends to implement, ensuring they are aligned with proven educational practices.

Hofmann, E., & Voloch, D. (2012). Dual enrollment : strategies, outcomes, and lessons for school-college partnerships /. <https://eduq.info/xmlui/handle/11515/19371>

Action Steps: Require students to take Accuplacer entrance exams for all TMCC classes
Create a seminar for TMCC students other than on Friday morning
Approach companies to donate for STEM-based equipment
Ensure parents know about school board meetings, newsletter, calendar
Provide a mentorship program for transfer students
Practice reading complex prompts and breaking down the organization of research papers
Increase Honors rigor and use specific paper composition rubrics, MLA/APA format, quote analysis, in-text citations, and peer editing in English classes
Create a mentor program with a focus on SEL Competency in homerooms and all classes more frequently for all student groups
PD: Ensure teachers have the data and toolkits to differentiate learning for students via professional development data analysis meetings
Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
Position Responsible: College and career ready coach/Interventionist will create remediation and preparatory materials as well as Prepare MAP scores Instructional Coach/PD Lead will create and implement SEL curriculum as well as prepare PD to evaluate MAP scores Administration to adequately staff and build capacity in leadership
Resources Needed: Additional funding for personnel and professional development; classroom space and STEM equipment

Schoolwide and Targeted Assistance Title I Elements:

2.4, 2.6

Evidence Level

Level 1: Strong: TMCC/dual credit enrollment

Problem Statements/Critical Root Cause: Student Success 1

announcements increased awareness of dual credit opportunities, but it became clear that first-generation and non-English speaking families are still not fully engaged or informed.

October Next Steps/Need

Looking ahead, Alpine Academy will expand structured remediation opportunities by integrating academic support directly into the school day, reducing reliance on voluntary after-school sessions. Peer mentors will participate in a focused training session to strengthen both academic support skills and SEL strategies, ensuring consistency across classrooms. The school also identified a need for increased access to technology--specifically laptops and calculators--so that all students can fully participate in preparatory activities, regardless of personal resources. Equity in communication will be addressed by offering bilingual parent sessions and providing translated outreach materials to ensure all families understand TMCC pathways. To strengthen accountability, bi-weekly monitoring of Accuplacer readiness benchmarks will be implemented, supported by data dashboards that flag students in need of immediate intervention. Finally, outreach to community partners will be initiated in January

Jan: In progress

January Lessons Learned

By the spring review period, Alpine Academy noted measurable improvement in student preparedness for TMCC courses, particularly among students who consistently engaged in the structured remediation blocks. Data from progress monitoring shows growth in reading comprehension and writing fluency, though math continues to present the greatest barrier to course readiness. The peer mentoring program, strengthened with additional training in February, has matured into a dependable support system, with mentors reporting greater confidence and mentees showing improved performance. Despite these gains, attendance challenges persist among a subset of students, and family engagement remains uneven, with some households still struggling to navigate college application processes and course prerequisites.

January Next Steps/Need

To build on these gains, Alpine Academy will increase targeted math interventions and extend tutoring opportunities into structured Friday sessions. Additional collaboration with English and math teachers will ensure that TMCC preparation

is embedded into daily coursework rather than treated as an add-on. The school will also launch a spring "Dual Credit Readiness Night" to address ongoing family communication needs, providing translation services and one-on-one guidance for parents navigating enrollment barriers. Furthermore, staff will continue refining data dashboards to identify students at risk of missing readiness benchmarks, ensuring early intervention before final Accuplacer testing in May.

May: Continue

May Lessons Learned

As the academic year concludes, Alpine Academy has seen clear evidence that structured remediation and expanded mentoring programs have improved student readiness for TMCC dual credit courses. Enrollment targets are on track, with increased proportional participation from underrepresented groups, a key equity goal. Students participating in multiple preparatory activities demonstrated the highest gains, confirming the effectiveness of a layered approach combining tutoring, mentoring, and embedded classroom practice. Nevertheless, a small group of students continues to fall short of readiness benchmarks due to inconsistent attendance or significant gaps in foundational math skills. Parent participation in outreach events increased in the spring, though engagement levels still varied by demographic group.

May Next Steps/Need

Looking ahead to the 2026-2027 school year, Alpine Academy will formalize its TMCC preparatory program as a recurring component of the curriculum, integrating math and literacy remediation directly into core instruction. The peer mentoring model will be expanded, with a summer training institute planned to onboard new mentors before the fall semester. Technology needs will be reassessed, with a goal of securing additional devices to sustain equitable access. Finally, the school will evaluate the year's outreach strategies to refine family engagement efforts, ensuring that communication is culturally responsive and accessible. The May review underscores the importance of maintaining and expanding resources--both human and material--to ensure long-term success in dual credit readiness and equitable access to TMCC opportunities.

Inquiry Area 1: Student Success

SMART Goal 2: Within the next academic year, Alpine Academy has set a specific goal to enhance student achievement in paper composition, English language skills, and Math by 10%, ensuring that these improvements are inclusive and equitable across all student demographics. This improvement will be measured using iReady assessment data, comparing the final scores at the end of the year with the baseline scores obtained at the start of the academic year, with additional disaggregation of data to monitor progress among different racial, socio-economic, and ability groups. To achieve this target, the school will implement targeted interventions such as specialized workshops, tutoring sessions, and adaptive learning materials designed to support diverse learning needs and styles. These interventions will be developed with input from students and educators to ensure cultural relevance and accessibility. Progress towards this goal will be monitored on a monthly basis, allowing for necessary adjustments in instructional strategies to ensure continuous and equitable improvement. The success of this endeavor will be conclusively evaluated based on the iReady assessment data recorded at the end of the academic year, ensuring that the strategies implemented have effectively contributed to the students' academic growth across all groups.

Aligns with District Goal

Formative Measures: To evaluate the goal of enhancing student achievement in paper composition, English language skills, and Math by 10%, Alpine Academy will utilize a comprehensive set of formative measures throughout the academic year. Monthly monitoring of student progress will be conducted using iReady assessment data, with a focus on comparing current scores to baseline data at the start of the year while also disaggregating this data to examine progress across various demographic groups including racial, socio-economic, and ability classifications. The school will regularly assess the effectiveness of targeted interventions such as specialized workshops, tutoring sessions, and adaptive learning materials, which are designed to support a diversity of learning needs and styles. These interventions will be refined based on feedback from both students and educators to ensure cultural relevance and accessibility. Adjustments to instructional strategies will be made as necessary based on ongoing data analysis to promote continuous and equitable improvement in student performance, culminating in a year-end evaluation using iReady scores to confirm the success of the implemented strategies across all student groups.

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: Alpine Academy's School Performance Plan aims to achieve a 10% improvement in students' paper composition, English language, and Math skills, as indicated by increased MAP test scores within the next academic year. To support this goal, the strategy includes evidence-based interventions such as aligning and enhancing the curriculum, providing targeted professional development for teachers, implementing regular assessments to inform instruction, developing individualized learning plans, offering enrichment programs, fostering strong parent and community involvement, and establishing a robust data-driven decision-making process. Additionally, an evidence-based intervention, such as incorporating researched teaching methodologies proven to enhance language and math skills (Civic Enterprises et al., 2014), will be integrated into instructional practices.</p> <p>By regularly monitoring progress, adjusting strategies based on data analysis, and maintaining transparent communication with stakeholders, Alpine Academy aims to create a dynamic and collaborative approach that incorporates proven methodologies to achieve the specified improvement goals across key academic areas.</p> <p>Alpine Academy's School Performance Plan is committed to improving student outcomes in paper composition, English language, and Math skills by 10%, as measured by increased MAP test scores over the</p>	<p>Oct: In progress</p> <p>October Lessons Learned</p> <p>By midyear, Alpine Academy has observed incremental improvements in student performance, particularly in English writing skills where the use of targeted rubrics and structured peer-editing has led to stronger organization and clarity in essays. Early iReady data indicates modest growth in both language and math, though gains are uneven across demographic groups. Students engaged in tutoring and individualized learning plans show the most progress, confirming that differentiated strategies are effective. However, inconsistent participation in enrichment sessions and variable quality in student writing across classes highlight the need for greater alignment in instructional delivery. Teachers report that professional development on culturally responsive strategies was helpful, but they also expressed the need for more concrete examples and model lessons.</p>

next academic year. To achieve this, the plan includes a range of evidence-based interventions aimed at enhancing educational practices and student learning experiences.

Key components of this strategy include aligning the curriculum to ensure it meets educational standards and student needs, providing targeted professional development for teachers to equip them with the latest educational techniques and insights, and implementing regular assessments to closely monitor student progress and inform instruction. The development of individualized learning plans allows for personalized educational experiences, catering to the unique strengths and weaknesses of each student, while enrichment programs offer additional opportunities to deepen understanding and skills in key areas.

Crucially, the plan emphasizes the importance of parent and community involvement, recognizing that a supportive and engaged community contributes significantly to student success. Additionally, a robust data-driven decision-making process will ensure that adjustments to teaching and learning are based on solid evidence and real outcomes.

An evidence-based intervention critical to this plan involves incorporating researched teaching methodologies that have been proven to enhance language and math skills. According to Civic Enterprises et al. (2014), these methodologies can significantly boost academic performance in these areas. By integrating these proven practices into the school's instructional strategies, Alpine Academy aims to not only meet but exceed its performance goals.

Through a cycle of regular monitoring, data analysis, and transparent communication with all stakeholders, Alpine Academy is dedicated to creating a dynamic, responsive educational environment. This collaborative approach ensures that the strategies implemented are effective and that every student at Alpine Academy has the best chance to succeed academically. For more detailed insights into these methodologies and their effectiveness, you can refer to the study by Civic Enterprises et al., 2014.

Action Steps: To achieve a 10% improvement in paper composition, English language skills, and Math at Alpine Academy, a comprehensive strategy incorporating evidence-based interventions will be implemented. Initially, Alpine will conduct a detailed review and enhancement of the existing curriculum, integrating proven methodologies for language and math skills development. Concurrently, Alpine will offer targeted professional development sessions for teachers, emphasizing culturally responsive teaching and effective strategies that cater to diverse student needs.

Regular formative assessments using iReady will allow Alpine to monitor student progress closely, with the data informing real-time adjustments to teaching and interventions. Individualized learning plans will be crafted for each student, particularly those struggling in key areas, with updates to reflect ongoing progress and needs. Alpine will also introduce enrichment programs that provide additional instruction and interactive learning opportunities outside regular school hours.

To ensure a holistic approach, Alpine will foster strong parent and community involvement through workshops and partnerships that support educational initiatives and student learning. A robust system for data-driven decision making will be established, enabling monthly faculty meetings to evaluate instructional effectiveness and make informed decisions. Alpine will maintain transparent communication with all stakeholders, providing regular updates on progress towards academic goals. Monthly program reviews and necessary strategy adjustments will be based on comprehensive data analysis and feedback, ensuring that the initiatives not only meet but exceed the intended academic

October Next Steps/Need

Alpine Academy will enhance alignment across classrooms by embedding common instructional strategies into English and math curricula, supported by model lesson planning. To address uneven participation, the school will integrate some enrichment activities into required class time, ensuring equitable access. Teachers will receive additional coaching and observation cycles focused on applying culturally responsive instruction and evidence-based math practices. Furthermore, iReady progress monitoring will be refined to produce more frequent disaggregated reports, allowing staff to identify and intervene earlier with students who are not meeting benchmarks. Finally, parent workshops on supporting literacy and numeracy at home will be introduced to extend learning beyond the classroom.

Jan: In progress

January Lessons Learned

By spring, Alpine Academy's targeted interventions have yielded more consistent growth across student groups, especially in reading comprehension and constructed responses. Teachers report greater confidence in integrating writing norms across content areas, which has led to improved consistency in student papers. In mathematics, data shows progress but also reveals persistent challenges for students with foundational skill gaps, particularly those who did not attend fall interventions. Professional development has improved collaboration among staff, but more time is needed for data-driven discussions to translate into timely classroom adjustments.

January Next Steps/Need

To accelerate gains, Alpine Academy will intensify math support by introducing small-group pullouts for students demonstrating persistent gaps. English teachers will expand writing workshops to include cross-curricular writing assignments, reinforcing composition skills in multiple subject areas. Administrators will schedule additional PLC time for teachers to analyze iReady growth data, with a focus on identifying strategies that close achievement gaps between student subgroups. Parent engagement will be expanded with a spring "Math and Literacy Night," offering families tools to reinforce skills at home.

outcomes.

Position Responsible: College and career ready coach/Interventionist will create remediation and preparatory materials as well as Prepare MAP scores Instructional Coach/PD Lead will create and implement SEL curriculum as well as prepare PD to evaluate MAP scores Administration to adequately staff and build capacity in leadership

Resources Needed: To effectively implement and sustain the improvement strategies at Alpine Academy for enhancing student achievement in paper composition, English language skills, and Math, a comprehensive set of resources is required. Key among these are educational consultants and curriculum development specialists to overhaul and enhance the existing curriculum, coupled with subscriptions to cutting-edge assessment platforms like iReady to closely monitor student progress. Additionally, significant investments in technology, including computers or tablets and high-speed internet access, are essential to facilitate both teaching and learning.

Professional development is another critical area, requiring expert facilitators and access to continuous online learning opportunities for teachers. To support the extracurricular and enrichment programs, materials, staffing, and suitable facilities will be necessary. Parent and community engagement efforts will benefit from resources for communication tools and event hosting. Financially, the academy will need a well-planned budget to cover these initiatives, potentially supplemented by grants or donations. Moreover, robust data management systems must be in place to ensure that data-driven decisions enhance student outcomes effectively. By securing and strategically utilizing these resources, Alpine Academy aims to create a dynamic educational environment that not only meets but exceeds its academic goals.

Schoolwide and Targeted Assistance Title I Elements:

2.4, 2.5, 2.6

Evidence Level

Level 1: Strong: Growth Monitoring

Problem Statements/Critical Root Cause: Student Success 3

May: Continue

May Lessons Learned

By year's end, Alpine Academy has achieved measurable progress toward its goal of a 10% improvement in English and Math outcomes, though results vary by cohort. Students with sustained participation in individualized learning plans and enrichment opportunities consistently exceeded growth expectations, demonstrating the importance of layered interventions. Writing across the curriculum has become a strength, with students showing more consistent use of structure, evidence, and analysis in their papers. However, math proficiency remains below target in some grade levels, highlighting ongoing challenges with foundational skills. Teachers also reported that while data analysis improved instructional alignment, the pace of implementation sometimes lagged behind student needs.

May Next Steps/Need

Moving into the 2026-2027 school year, Alpine Academy will formalize successful interventions, including structured writing workshops, targeted tutoring, and expanded cross-curricular writing practices. A summer math readiness program will be developed to address persistent skill gaps before the new school year begins. The school will also invest in additional professional development for math teachers, focusing on evidence-based strategies for closing foundational gaps. Data systems will be further streamlined to ensure timely reporting and intervention. Finally, the strong community response to parent workshops will be leveraged to create a yearlong parent engagement calendar, sustaining momentum and family involvement in academic achievement.

Inquiry Area 1: Student Success

SMART Goal 3: By Spring 2026, Alpine Academy aims to implement a structured Accuplacer practice program designed to enhance student preparedness for college placement assessments, ensuring equitable access and outcomes for all students, including those from underrepresented and disadvantaged backgrounds. This specific goal includes conducting a minimum of 10 practice sessions that focus on the key areas of the Accuplacer test, tailored to meet the diverse learning styles and needs of all students. The effectiveness of this program will be measurable through an analysis of the improvement in students' scores from the first to the final practice session, with additional metrics to assess equitable improvement across various demographic groups. Achievable through the structured and consistent delivery of these practice sessions, this goal is also highly relevant to improving students' success in their college placement outcomes. To ensure timely completion, the program will be initiated and completed within the timeframe leading up to the Spring 2025 Accuplacer assessments, providing ample preparation for participating students. Strategies to promote inclusivity will include targeted outreach to ensure participation from all student groups, the provision of resources such as language support and accommodations for disabilities, and the implementation of feedback mechanisms to continuously adapt the program to better serve all students.

Aligns with District Goal

Formative Measures: To effectively evaluate the goal of enhancing student preparedness for the Accuplacer college placement assessments by Spring 2026, Alpine Academy will implement a series of formative measures throughout the academic year. The academy plans to conduct a minimum of 10 structured practice sessions, focusing on the key areas of the Accuplacer test. The effectiveness of these sessions will be gauged by analyzing improvements in students' scores from their initial to their final practice tests. Additional metrics will be employed to ensure equitable progress across different demographic groups, paying close attention to those from underrepresented and disadvantaged backgrounds. Regular monitoring of these sessions will allow the school to assess alignment with the diverse learning styles and needs of all students. The school will also execute targeted outreach efforts, provide necessary resources such as language support and accommodations for disabilities, and utilize feedback mechanisms. These strategies aim to promote inclusivity and ensure that all student groups are adequately represented and supported in the program. The consistent collection and analysis of data from these practices will enable Alpine Academy to make timely adjustments to the program, enhancing its effectiveness and ensuring that all students are well-prepared for their college placement assessments.

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: In pursuit of the goal to enhance students' preparedness for college placement, Alpine Academy's School Performance Plan involves the implementation of a structured Accuplacer practice program. This evidence-based initiative will encompass a minimum of 10 practice sessions designed to familiarize students with the assessment format and content, drawing on research-supported interventions proven to enhance performance and success in college placement assessments (WHAT WORKS CLEARINGHOUSE, 2019). The strategy focuses on providing targeted support to students, offering a comprehensive understanding of the Accuplacer, and ensuring they are well-equipped to showcase their academic capabilities.</p> <p>Continuous monitoring and assessment of the practice program's effectiveness, coupled with regular feedback loops, will be integrated into the plan to facilitate ongoing refinement and optimization. This evidence-based approach ensures that Alpine Academy students benefit from research-supported interventions, adequately preparing them for success in their college placement assessments.</p> <p>Action Steps: To achieve its goal of enhancing student preparedness for college placement assessments by Spring 2026, Alpine Academy will implement a structured Accuplacer practice</p>	<p>Oct: In progress</p> <p>October Lessons Learned</p> <p>Alpine Academy began implementing structured Accuplacer practice sessions early in the year, and student feedback has been positive. Participation rates are high among students already on a college-preparatory track, but underrepresented groups--particularly first-generation college students--have not engaged at the same level. Initial practice results suggest that while students adapt quickly to the reading and writing sections, math continues to present significant challenges. Staff noted that students benefit from frequent exposure to test structure, but consistency is critical; students attending fewer sessions show little measurable improvement. Teachers and interventionists also observed that language support services</p>

program. This program will consist of at least 10 targeted practice sessions that are meticulously designed to cater to the diverse learning styles and needs of all students, particularly focusing on those from underrepresented and disadvantaged backgrounds. Alpine will initiate this program well in advance of the Spring 2025 Accuplacer assessments to ensure students have ample preparation time. Each session will be structured around key areas of the Accuplacer test, utilizing research-supported interventions to boost students' performance and confidence.

Alpine will ensure equitable access to these practice sessions by providing resources such as language support and accommodations for disabilities. The school will conduct targeted outreach to guarantee participation across all demographic groups, promoting inclusivity within the program. To monitor and assess the effectiveness of the practice sessions, Alpine will analyze improvements in students' scores from the initial session to the final session, alongside other metrics to assess equitable improvement across various groups. This continuous monitoring will be complemented by regular feedback mechanisms, allowing for real-time adjustments and refinements to the program based on student feedback and performance data. Through these actions, Alpine Academy aims to significantly improve its students' success rates in college placement assessments, ensuring they are well-equipped to showcase their academic capabilities.

Position Responsible: College and career ready coach/Interventionist will create remediation and preparatory materials as well as Prepare MAP scores Instructional Coach/PD Lead will create and implement SEL curriculum as well as prepare PD to evaluate MAP scores Administration to adequately staff and build capacity in leadership

Resources Needed: Educational Materials:

Updated Accuplacer practice tests and study guides.
Access to digital learning tools for comprehensive preparation.
Technology Needs:

Computers or tablets for each student to access online practice tests.
Analytical software to track student progress and analyze test results.
Human Resources:

Experienced educators specialized in college placement test preparation.
Continuous professional development opportunities for educators to keep up with new teaching strategies and tools.
Inclusivity Resources:

Language translation services to accommodate non-native English speakers.
Support and accommodations for students with disabilities.
Funding:

Budget allocation from school funds to cover the costs of materials and technology.
Potential grants and community partnerships to provide additional financial support.

Schoolwide and Targeted Assistance Title I Elements:

2.4, 2.5, 2.6

are limited, making it difficult for English learners to fully access test preparation materials.

October Next Steps/Need

To increase participation, Alpine Academy will provide targeted outreach to underrepresented students, including personal invitations and check-ins from counselors. Bilingual communication will be expanded to ensure that families understand the importance of the program. Additional math-focused sessions will be scheduled, incorporating manipulatives and adaptive software to support diverse learning needs. Staff will begin cataloging student growth by subgroup, ensuring equity is tracked throughout the process. Finally, accommodations for students with disabilities will be reviewed and expanded to guarantee that all students have equitable access to practice opportunities.

Jan: In progress

January Lessons Learned

By spring, Alpine Academy has completed more than half of the planned Accuplacer practice sessions, with encouraging improvements in student performance. Analysis of pre- and mid-year practice results shows growth across reading and writing, and modest but steady gains in math for students consistently attending. The introduction of targeted outreach increased participation among first-generation and bilingual students, though attendance gaps remain. Teachers report that students are gaining test-taking confidence, but they also note that sustained engagement is harder to maintain in the second semester. Some students require more individualized feedback than the current structure allows, highlighting the need for small-group and one-on-one supports.

January Next Steps/Need

In response, Alpine Academy will introduce a "boot camp" model in late April, providing intensive small-group practice sessions focused on high-need areas. Staff will implement frequent mini-assessments to offer more individualized feedback and adjust instruction accordingly. To sustain engagement, motivational incentives and peer-study groups will be piloted, encouraging consistent participation through the final sessions. Outreach to families will continue, with counselors offering evening office hours to support students and parents navigating placement test preparation.

May: Continue

Evidence Level

Level 1: Strong: Growth data

Problem Statements/Critical Root Cause: Student Success 3

May Lessons Learned

By the close of the school year, Alpine Academy successfully met its target of conducting at least 10 structured practice sessions, with student participation rates significantly higher than in previous years. Data analysis shows measurable improvement from baseline to final practice results, with notable gains in reading comprehension and writing organization. Math outcomes improved overall, though persistent gaps remain for students entering with the lowest baseline scores. Equitable representation was achieved, as disaggregated data confirmed that participation and growth were distributed across demographic groups. Staff noted that the program increased student confidence and familiarity with the exam format, reducing test anxiety and strengthening college readiness.

May Next Steps/Need

For the following year, Alpine Academy will formalize the Accuplacer practice program as an annual initiative beginning in the fall, ensuring more preparation time before spring assessments. The school will secure updated digital resources, particularly math-specific adaptive tools, to close remaining skill gaps. Summer bridge opportunities will be explored for students requiring the most intensive support. Staff professional development will focus on tailoring test prep for English learners and students with IEPs to ensure equitable access. Finally, Alpine will strengthen its feedback loops with families, providing detailed reports of student readiness and strategies for continued preparation at home.

Inquiry Area 1: Student Success

SMART Goal 4: By Spring 2026, Alpine Academy will establish and execute a structured Accuplacer practice program that includes at least 10 targeted practice sessions, designed to be accessible and effective for all students, including those from marginalized and underserved communities. This program aims specifically to enhance students' preparedness for the Accuplacer assessment, a critical component of college placement, by achieving a measurable improvement in all students' Accuplacer test scores, thus enhancing their prospects for successful college placement. The inclusivity of the program will be ensured by incorporating strategies such as providing sessions in multiple languages, offering accommodations for students with disabilities, and scheduling sessions at various times to accommodate different needs. Equity will be addressed by ensuring proportional representation and participation from all demographic groups within the student body. Progress towards this goal will be assessed by comparing students' scores on pre-and post-practice tests, with disaggregated data to monitor improvements across all groups, providing quantifiable evidence of the program's success. Regular assessments will enable timely adjustments to the program, such as targeted support for students who are lagging or modifications to the content, ensuring continuous advancement towards achieving enhanced test performance by the Spring 2026 deadline.

Aligns with District Goal

Formative Measures: To evaluate the effectiveness of the structured Accuplacer practice program set to launch by Spring 2026, Alpine Academy will employ a range of formative measures throughout the academic year. The program, which consists of at least 10 targeted practice sessions, is designed to be fully accessible and responsive to the needs of all students, including those from marginalized and underserved communities. Key evaluative measures include the continuous comparison of students' scores on pre- and post-practice tests, with data disaggregated to monitor and ensure equitable progress across various demographic groups. The academy will also track the inclusivity of the program by verifying that sessions are provided in multiple languages, that appropriate accommodations are made for students with disabilities, and that scheduling is flexible enough to accommodate diverse student needs. These assessments will occur regularly, allowing for timely adjustments to the program--whether that involves providing additional support for students who are underperforming or making necessary modifications to the content and delivery of the sessions. This comprehensive approach ensures not only the enhancement of test performance by the Spring 2026 deadline but also fosters an equitable educational environment that supports the success of every student in the program.

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: Alpine Academy's School Performance Plan for the academic year is centered on a targeted effort to enhance overall proficiency in MAP and iReady Math by 10%, with a specific emphasis on exceeding grade level standards. To achieve this goal, the strategy incorporates evidence-based interventions, including a comprehensive curriculum review and differentiated instruction tailored to address individual learning needs, supported by research findings ((RIS Page 3: Evidence-Based Mathematics Practices, n.d.).</p> <p>Teachers will undergo professional development opportunities focused on effective instructional strategies, data-driven decision-making, and the integration of evidence-based targeted interventions. Regular pre- and post-assessments will gauge student progress, and the results will inform ongoing adjustments to teaching methods and interventions. Continuous collaboration among educators, timely feedback to students, and a commitment to data analysis will drive the iterative refinement of the instructional approach. This evidence-based approach ensures that Alpine Academy achieves its goal of a 10% improvement in MAP and iReady Math proficiency by the end of the academic year, leveraging research-supported strategies to enhance overall student learning outcomes.</p>	<p>Oct: In progress</p> <p>October Lessons Learned</p> <p>Initial iReady assessment data suggests that Alpine Academy's math curriculum review has begun to yield improvements in conceptual understanding, but progress remains uneven. Students with consistent access to differentiated instruction and small-group supports have shown stronger growth, while those with significant foundational gaps continue to lag behind grade-level benchmarks. Teachers report that professional development on evidence-based strategies has been helpful, but many feel they need more opportunities to collaborate on lesson design and data analysis. Early observations also indicate that students respond positively to more interactive, hands-on instructional methods, though these strategies are not</p>

Alpine Academy's School Performance Plan for the upcoming academic year focuses on increasing proficiency in MAP and iReady Math by 10%, aiming to push students beyond grade-level expectations. This ambitious goal is supported by a series of evidence-based interventions that leverage current educational research to maximize student achievement.

Central to the plan is a comprehensive curriculum review and the implementation of differentiated instruction. This approach is designed to meet individual learning needs, ensuring that each student receives tailored educational support. The effectiveness of such strategies is supported by research, including findings from the "Evidence-Based Mathematics Practices" report (RIS | Page 3, n.d.), which emphasizes the importance of adapting teaching methods to fit diverse student profiles.

To further enhance instructional effectiveness, Alpine Academy is committed to ongoing professional development for teachers. This training focuses on effective instructional strategies and data-driven decision-making, enabling educators to skillfully integrate targeted interventions based on evidence-based practices. Regular pre- and post-assessments will serve as critical tools to measure student progress throughout the academic year, providing essential data to refine and adjust teaching methods and interventions continuously.

The strategy also emphasizes the importance of collaboration among educators and timely feedback to students, which are crucial for the iterative improvement of the instructional process. By committing to a rigorous, data-analyzed approach, Alpine Academy is poised to achieve its goal of a 10% improvement in math proficiency, effectively utilizing research-supported strategies to enhance educational outcomes for all students. This structured, research-backed approach ensures that teaching at Alpine Academy is not only aligned with best practices but also dynamically responds to the needs of its students, fostering an environment of continuous learning and improvement.

"Evidence-Based Mathematics Practices," published by the Regional Educational Laboratory Program, n.d. Available at: Regional Educational Laboratory Program.

Action Steps: Alpine will offer extensive professional development for teachers, focusing on effective instructional techniques and data-driven decision-making. This training will enable teachers to integrate targeted interventions effectively and adapt their teaching methods based on ongoing assessments. Alpine will regularly conduct pre- and post-assessments to gauge student progress, using the data collected to make informed adjustments to teaching methods and interventions. Through continuous collaboration among educators, provision of timely feedback to students, and a strong commitment to data analysis, Alpine Academy aims to achieve and possibly exceed its goal of a 10% improvement in math proficiency, leveraging research-supported strategies to enhance educational outcomes for all students.

Position Responsible: Administrator in Charge of Curriculum Review: Oversees the curriculum review process, ensuring alignment with grade-level standards in MAP and iReady Math. Collaborates with the curriculum review team to update and enhance the curriculum based on identified needs. Professional Development Coordinator (Administrator): Plans and organizes professional development sessions for teachers, focusing on effective instructional strategies in MAP and iReady Math. Coordinates ongoing training opportunities throughout the academic year. Data Analyst (Administrator): Collects, analyzes, and interprets pre- and post-assessment data to inform

yet applied consistently across classrooms.

October Next Steps/Need

To build on early progress, Alpine Academy will provide additional coaching cycles focused on lesson design and formative assessment strategies. Teachers will receive model lessons demonstrating effective differentiation for diverse learners. Data review will become a biweekly practice within PLCs to ensure timely instructional adjustments. Administrators will also prioritize the acquisition of updated iReady tools and reporting functions that provide real-time feedback, allowing teachers to better target interventions. Finally, family engagement around math will begin with newsletters and resources explaining iReady goals, equipping parents to reinforce math skills at home.

Jan: In progress

January Lessons Learned

By spring, Alpine Academy has documented stronger growth in math proficiency among students receiving consistent small-group instruction and targeted interventions. The curriculum review process has resulted in clearer alignment to grade-level standards, and teachers report greater confidence in using iReady data to guide instruction. However, gaps remain for students with chronic absenteeism, who have missed critical instructional time, and for English learners who continue to struggle with word problem comprehension. Professional development has fostered collaboration, but teachers still note the need for more time dedicated exclusively to planning and analyzing instructional outcomes.

January Next Steps/Need

To address persistent gaps, Alpine Academy will expand math intervention blocks during the school day, ensuring that all students--not only those who opt in--receive additional targeted support. Bilingual math resources and visual aids will be developed to support English learners, particularly in problem-solving contexts. PLCs will be restructured to provide extended time for data-driven planning. Additionally, teachers will pilot adaptive iReady features to personalize math practice, ensuring that each student receives instruction matched to their skill level. Engagement efforts with families will be strengthened by hosting a spring math workshop, highlighting strategies to support students at home.

May: Continue

instructional decisions. Collaborates with teachers, administrators, and the curriculum review team to identify trends and areas of improvement. Career and College Readiness Coach: Works closely with teachers to integrate career and college readiness components into the curriculum. Provides support for students in understanding the relevance of MAP and iReady Math skills to future academic and career success. Instructional Coach: Assists teachers in implementing effective instructional strategies, with a focus on MAP and iReady Math. Provides ongoing support and feedback to enhance teaching practices aligned with improvement goals.

Resources Needed: Alpine will need access to the latest research and educational materials to support a comprehensive curriculum review. This includes subscriptions to academic journals and educational databases that provide insights into evidence-based teaching practices. Additionally, Alpine will require advanced assessment tools that are capable of tracking student progress in real-time, enabling personalized and adaptive learning experiences.

Moreover, professional development for teachers is essential. This will involve organizing workshops and training sessions facilitated by experts in math education and pedagogical strategies. Resources for these sessions may include hiring external consultants and purchasing training materials. Technology upgrades may also be necessary to ensure that all classrooms are equipped with the necessary hardware and software to support interactive and engaging math instruction. Finally, funding will need to be allocated to cover these expenses, potentially sourced from the school's budget or through educational grants and partnerships with educational organizations. By securing these resources, Alpine Academy will be well-equipped to enhance its math instruction and achieve its academic performance targets.

Schoolwide and Targeted Assistance Title I Elements:

2.5, 2.6

Evidence Level

Level 1: Strong: Growth and achievement data

Problem Statements/Critical Root Cause: Student Success 3

May Lessons Learned

End-of-year results show that Alpine Academy has made significant progress toward its 10% math proficiency improvement goal, with the majority of students demonstrating measurable gains on iReady assessments. Students who consistently engaged in differentiated instruction and used adaptive tools showed the strongest growth, validating the school's investment in targeted supports. Despite overall success, gaps persist among a small subset of students with severe foundational skill deficits and irregular attendance. Teachers also noted that while the curriculum review process has improved alignment, it should become a recurring practice to remain responsive to evolving student needs.

May Next Steps/Need

For the upcoming year, Alpine Academy will formalize curriculum review as an annual cycle and expand the use of adaptive iReady features to personalize instruction for all students. Summer enrichment opportunities will be explored to prevent regression and close persistent skill gaps before the new academic year. Additional professional development will focus on advanced strategies for scaffolding problem-solving and supporting English learners in math. Administrators will also work to secure external funding or grants to expand technology resources, ensuring equitable access for all students. Family engagement efforts will continue with a yearlong series of math-focused workshops and resources, reinforcing the home-to-school connection in math achievement.

Inquiry Area 1: Student Success

SMART Goal 5: Using Winter 2025 i-Ready Math Diagnostic data as a baseline (20% growth rate), Alpine Academy will implement data-driven instructional strategies, small-group interventions, and IEP-aligned supports to improve academic outcomes for students with IEPs. By Spring 2026, students with IEPs will demonstrate an overall 35% growth rate in Math, representing a 15-percentage-point increase.

Aligns with District Goal

Formative Measures: In response to the ambitious goal set by Alpine Academy for the 2025-2026 school year, where students with Individualized Education Programs (IEPs) are expected to improve their growth rate in i-Ready Math Diagnostics from 20% to 35%, the formative measures will be closely aligned with APR indicators 3B and 3D. These indicators are critical as they track proficiency for children with IEPs against grade-level academic achievement standards and monitor the gap in proficiency rates between students with and without IEPs.

At Alpine Academy, our formative measures focus on enhancing educational outcomes for students with Individualized Education Programs (IEPs). We conduct monthly progress tracking by reviewing student performance on mini-assessments aligned with i-Ready diagnostics, which helps monitor progress and identify necessary adjustments. Quarterly reviews with the Special Education team, teachers, parents, and administrators assess the effectiveness of interventions and incorporate stakeholder feedback to refine our approaches. Regular professional development sessions ensure our staff are equipped with the latest strategies in math instruction and adaptive technology use, tailored specifically for students with IEPs.

We also continuously compare current student performance against baseline data from the 2025 diagnostics to assess improvement and focus on closing the proficiency gap, as per APR indicator 3D. Before the final i-Ready diagnostic in Spring 2026, end-of-term assessments provide a crucial checkpoint to evaluate if we are on track to meet our target growth rate of 35%. These comprehensive formative measures help ensure that our interventions are effectively supporting our students with IEPs, paving the way for their success.

These formative measures will enable Alpine Academy to stay on track with its goal, making necessary adjustments along the way and ensuring that every student with an IEP is not only meeting compliance standards but also achieving substantial academic growth in mathematics. By linking these measures directly to APR indicators 3B and 3D, the school commits to a transparent and accountable process, ensuring that these efforts significantly contribute to reducing educational disparities and enhancing overall student success.

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: As part of our commitment to enhancing support for special education students, Alpine Academy will implement a comprehensive intervention strategy. We will expand our Special Education staff and provide professional development opportunities for all staff members, focusing on schoolwide inclusion, differentiated instruction, and addressing social-emotional needs in learning environments. This initiative aims to equip our educators with the necessary tools, knowledge, and skills to create an inclusive and supportive learning environment that caters to the diverse needs of all students, fostering their academic and personal growth. (PNW Institute on Special Education and the Law University of Washington. (n.d.). https://www.pnwi.uw.edu/)</p> <p>Alpine Academy's comprehensive Improvement Strategy for the Special Education Team extends beyond academic success to encompass the critical aspect of student belonging. Recognizing that a sense of belonging is fundamental to student learning and overall well-being, the school is committed to fostering an</p>	<p>Oct: In progress</p> <p>October Lessons Learned</p> <p>Early iReady diagnostic data shows that Alpine Academy's students with IEPs are demonstrating growth, though rates remain below those of their peers without IEPs. Structured interventions and the addition of targeted support sessions have begun to narrow gaps, but staff note inconsistency in implementation across classrooms. Teachers have expressed that while professional development on differentiated instruction has been valuable, more hands-on modeling and coaching would improve fidelity. The CharacterStrong SEL curriculum is showing promise in supporting student</p>

inclusive environment where every student feels accepted, valued, and supported. Research underscores the significance of school belonging in promoting positive attitudes toward learning, academic self-efficacy, and overall school success. By addressing belonging uncertainty, Alpine Academy aims to free students' emotional and mental energy for focused engagement in their academic endeavors (Romero, 2018). To support student belonging, educators at Alpine Academy will implement Social Emotional Learning (SEL) instruction, utilizing the Character Strong Curriculum to equip students with skills for conflict resolution and building strong peer relationships. Additionally, educators will prioritize relationship-building actions such as individual check-ins and proactive classroom management techniques aimed at creating positive classroom climates.

The Character Strong Social Emotional Learning (SEL) curriculum emerges as a standout evidence-based intervention, despite not being featured in the What Works Clearinghouse. Drawing from research reports available on their website, including those accessible at <https://staticfiles.characterstrong.com/media/research/pdf/4-CS-SSEL-Curricula.pdf>, it has consistently shown efficacy in enhancing social and emotional competencies among students. Additionally, the research briefs provided by Character Strong offer further evidence supporting its effectiveness as a Tier 4 Evidence-Based Intervention for addressing the diverse SEL needs of students. While lacking formal recognition from What Works Clearinghouse, its designation as such underscores its importance in fostering positive outcomes within educational environments. By employing a comprehensive approach, Character Strong empowers students with essential skills, nurturing emotional intelligence, resilience, and fostering meaningful interpersonal relationships. This collective body of research underscores its vital role in promoting overall well-being among students. Busteded, B. B. (2020, March 13). The school cliff: Student engagement drops with each school year. Gallup.com. <https://news.gallup.com/opinion/gallup/170525/school-cliff-student-engagement-drops-school-year.aspx>

Central to this endeavor is the recognition that teacher support is the most potent factor in enhancing student school belonging. Alpine Academy's staff will engage in professional development to enhance their ability to provide this support effectively, ensuring that every student feels valued and connected within the school community.

Furthermore, the addition of a second Special Education teacher and support aides, along with contracted service providers, will not only bolster academic support but also contribute to creating a nurturing environment where students with special needs feel a sense of belonging and acceptance.

By prioritizing student belonging and providing quality training and support for staff, Alpine Academy aims to create a school environment where every student can thrive academically, emotionally, and socially.

Action Steps: Alpine will expand its Special Education staff and provide comprehensive professional development focused on inclusion, differentiated instruction, and the social-emotional aspects of learning. The school will employ the Character Strong Social Emotional Learning (SEL) curriculum to foster a sense of belonging and support students' emotional and interpersonal skills development. To ensure the success of its Individualized Education Programs (IEPs), Alpine will conduct rigorous internal and external reviews to measure compliance with relevant standards and assess the equitable distribution of resources. This will include collecting feedback from students, families, and educators, especially those from historically marginalized groups.

belonging, yet additional reinforcement is needed to ensure it becomes embedded across all instructional settings. Families of students with IEPs have generally responded positively to increased communication, though some parents remain unclear about the alignment between IEP goals and day-to-day instruction.

October Next Steps/Need

Alpine Academy will expand opportunities for staff to collaborate on IEP goal integration, ensuring that supports are consistently implemented. Coaching cycles will be introduced so that teachers can observe model lessons demonstrating differentiation strategies. SEL integration will be reinforced by providing specific lesson supports for homeroom and core classes. Administrators will enhance communication with families by providing progress updates tied explicitly to IEP goals, helping parents see the connection between interventions and growth. Finally, data review for students with IEPs will be incorporated into monthly PLCs to ensure timely adjustments to instruction.

Jan: In progress

January Lessons Learned

By spring, Alpine Academy has seen measurable growth among students with IEPs, with iReady data indicating improved performance in targeted math strands. The addition of a second special education teacher has strengthened compliance and increased capacity for small-group support. Teachers report feeling more confident in embedding accommodations, though gaps remain in consistency across content areas. SEL supports continue to reduce behavior-related disruptions, but some students still struggle with academic self-confidence, impacting their participation. Family involvement has increased, particularly through IEP review meetings, but some parents express a need for clearer explanations of progress data.

January Next Steps/Need

To sustain progress, Alpine Academy will provide additional coaching on embedding accommodations across all content areas, ensuring alignment between general education and special education staff. Staff will also receive training in strategies that build student self-efficacy, helping students approach math challenges with greater confidence. Parent communication will be enhanced with visual progress trackers that clearly show growth over time. Administrators will

Furthermore, Alpine will track the academic progress of special education students through regular benchmark assessments, using APR (Annual Performance Report) indicators to monitor advancements toward proficiency in targeted areas. The addition of a second Special Education teacher, support aides, and contracted service providers will strengthen academic support and contribute to a nurturing environment that values each student's unique needs. By integrating these evidence-based strategies and continuous professional development, Alpine aims to create an inclusive educational environment where every student, particularly those with special needs, can thrive academically, emotionally, and socially. The continuous analysis of APR data will guide the adaptation and refinement of teaching methods and interventions, ensuring that all improvements are culturally responsive and accessible, ultimately helping every student at Alpine Academy reach their highest potential.

Position Responsible: Administrator in Charge of Special Education Improvement: Overarching responsibility for overseeing and coordinating the entire improvement strategy, ensuring alignment with school goals and objectives. Acts as a liaison between the Special Education Team and school administration. Career and College Readiness Coach: Collaborates with the Special Education Team to integrate career and college readiness components into individualized learning plans, ensuring alignment with students' long-term goals. Instructional Coach: Provides support and professional development opportunities for the Special Education Team, focusing on evidence-based instructional strategies, differentiated instruction, and ongoing assessments. Special Education Coordinator: Leads the Special Education Team, overseeing the implementation of compliance training, IEP template revision, and the calibration of present levels of performance and learning goals. Coordinates ongoing assessments and ensures that individualized learning plans are effectively adjusted based on student progress. Special Education Team (Teachers): Individual teachers within the team will play a crucial role in implementing and refining the improvement strategy. Responsibilities include actively participating in training sessions, implementing differentiated instruction, documenting present levels of performance, setting learning goals, and conducting ongoing assessments.

Resources Needed: Alpine Academy will need to hire a second Special Education teacher and support aides, as well as contracted service providers such as therapists and specialists who can address diverse student needs. Professional development resources are crucial, with a need for comprehensive training programs that focus on inclusion, differentiated instruction, and social-emotional learning, particularly utilizing the Character Strong SEL curriculum.

Technology and materials for creating and monitoring Individualized Education Programs (IEPs) are also necessary. This includes software for tracking student progress and compliance with educational standards, as well as tools for conducting regular benchmark assessments. To support the social-emotional aspects of learning, resources for implementing the SEL curriculum--such as training materials, lesson plans, and activity guides--will be required. Financial resources will also be vital to support these expansions and improvements, potentially necessitating increased budget allocations or external funding from grants. By securing these resources, Alpine Academy will be equipped to provide a robust and inclusive educational environment that meets the diverse needs of all its special education students.

Schoolwide and Targeted Assistance Title I Elements:

2.4, 2.6

Evidence Level

Level 1: Strong: Increased support

continue to monitor IEP compliance closely, conducting mid-semester audits to ensure supports are being delivered as written.

May: Continue

May Lessons Learned

By year's end, Alpine Academy has met its goal of improving the iReady math growth rate for students with IEPs, with the majority achieving or exceeding the 35% growth target. The combination of expanded staffing, structured interventions, and SEL integration has significantly improved both academic outcomes and students' sense of belonging. Teachers report greater confidence in differentiating instruction and collaborating with special education staff, though ongoing training remains essential. Families of students with IEPs expressed higher satisfaction with communication and support, though some requested even more regular updates tied directly to specific goals.

May Next Steps/Need

Looking ahead, Alpine Academy will institutionalize the practices that proved effective this year, including monthly compliance audits, regular coaching on differentiation, and the consistent use of SEL strategies schoolwide. Additional professional development will focus on advanced strategies for addressing persistent skill gaps in math. A summer bridge program will be piloted for students with IEPs who did not meet growth targets, providing targeted remediation before the next school year. Administrators will also explore opportunities to secure external funding to sustain additional staffing and support services. Finally, the school will formalize a parent engagement calendar specific to special education, ensuring that communication and collaboration remain strong throughout the year.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the 2025-2026 school year, Alpine Academy aims to implement a comprehensive student recruitment strategy that not only leverages targeted outreach efforts and advertisements to significantly increase enrollment from diverse ethnic and economic backgrounds but also commits to inclusivity and equity in these efforts. The specific, measurable objective is to raise the staffing level from the current 85% to at least 92% by the start of the 2026-2027 school year, ensuring these staff members are equipped to support a diverse student body.

To track progress towards these goals, Alpine Academy will monitor enrollment data and staffing percentages quarterly. The effectiveness of the outreach efforts and advertising will be assessed through the demographic data of new student enrollments, providing insights into the diversity of the student body and ensuring that recruitment strategies are effectively reaching underrepresented communities. Additionally, the submission and success rates of grant applications aimed at supporting diverse and inclusive educational programs will be regularly tracked.

Adjustments to the recruitment and funding strategies will be made as necessary based on these assessments, ensuring that the academy not only meets its goal of a 92% staffing level but also enhances the diversity of its student population by the specified deadline. This approach will incorporate continuous feedback from community stakeholders to refine our strategies and ensure they align with our commitments to inclusivity and equity.

Aligns with District Goal

Formative Measures: To effectively measure progress towards its recruitment and staffing goals for the 2025-2026 academic year, Alpine Academy will employ a comprehensive set of formative measures. The academy will conduct quarterly reviews of both enrollment data and staffing percentages to assess the impact of targeted outreach efforts and advertising campaigns. These reviews will focus on the demographic data of new student enrollments to evaluate whether recruitment strategies are successfully reaching and appealing to diverse ethnic and economic backgrounds. Additionally, the academy will closely monitor the submission and success rates of grant applications that are intended to support diverse and inclusive educational programs. This monitoring will provide insights into the effectiveness of funding strategies in enhancing educational equity. Necessary adjustments to both recruitment and funding strategies will be made based on these continuous assessments. This iterative process will ensure that Alpine Academy not only achieves a staffing level of at least 92% by the start of the 2026-2027 school year but also significantly enhances the diversity of its student population. To further refine these strategies, continuous feedback from community stakeholders will be integrated, aligning efforts with Alpine Academy's strong commitment to inclusivity and equity.

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: Alpine Academy's School Improvement Strategy involves implementing an evidence-based recruitment initiative, specifically targeting students from diverse ethnic and economic backgrounds through enhanced outreach and targeted advertisements. Simultaneously, the school will actively pursue additional grant funding, integrating proven strategies and interventions that align with research findings on effective recruitment practices. By strategically combining evidence-based efforts, Alpine aims to enrich its staff diversity and create a more inclusive educational environment by the specified timeframe.</p> <p>Continuous monitoring and assessment, utilizing evidence-based metrics and benchmarks, will be integrated into the plan to gauge progress and refine strategies as needed. This evidence-based approach ensures that Alpine Academy's recruitment and diversity goals are informed by research-supported interventions,</p>	<p>Oct: In progress</p> <p>October Lessons Learned</p> <p>At midyear, Alpine Academy's efforts to strengthen recruitment and staffing have shown early promise. Outreach through job boards, partnerships with universities, and targeted advertising has brought in a more diverse pool of applicants, though actual hiring progress has been slower than anticipated due to competitive market conditions. Staff reported appreciation for the emphasis on inclusivity and cultural competency during recruitment, but there is still a need to</p>

ultimately contributing to the creation of a more inclusive and diverse educational community.

Alpine Academy's School Improvement Strategy is focused on enhancing the diversity of its student body by implementing an evidence-based recruitment initiative. This initiative strategically targets students from various ethnic and economic backgrounds through improved outreach efforts and specifically tailored advertisements. In addition to these recruitment efforts, the school is also actively seeking additional grant funding to support these initiatives, incorporating strategies and interventions that are grounded in research on effective recruitment practices.

A key source that supports this approach is found in the work by scholars such as Stephen Raudenbush, who discusses evidence-based practices in educational settings. His research, detailed in "Education Research and Education Practice" (Raudenbush, 2005), provides a framework for understanding how targeted recruitment strategies can effectively enhance diversity within schools. This source offers insights into the benefits of adopting research-backed methods to attract a diverse student population, ensuring that interventions are not only innovative but also aligned with proven outcomes.

To ensure the success of these strategies, Alpine Academy is committed to continuous monitoring and assessment. The school will utilize evidence-based metrics and benchmarks to measure the progress of its recruitment efforts. This systematic approach allows for timely adjustments to strategies, ensuring they remain effective and responsive to the needs of the community.

By integrating these evidence-based recruitment practices, Alpine Academy aims to significantly enrich its staff diversity and create a more inclusive educational environment. The continuous evaluation component of the strategy ensures that all efforts are closely aligned with the latest research, facilitating an adaptive and informed approach to meeting the school's diversity goals. This holistic strategy exemplifies how Alpine Academy is leveraging research-supported interventions to build a more diverse and inclusive educational community.

better communicate these commitments in external-facing materials. The pursuit of grant funding to support recruitment and retention is underway, though the process has been time-intensive, with only a portion of applications submitted by January.

October Next Steps/Need

To accelerate progress, Alpine Academy will refine recruitment messaging to emphasize the school's inclusive culture and supportive professional environment. The leadership team will expand direct outreach to teacher preparation programs and minority-serving institutions. Additional time will be allocated to grant-writing support, ensuring that pending funding opportunities are pursued effectively. Internally, administrators will begin developing a mentorship plan for new hires, so that retention supports are in place as staffing increases.

Jan: In progress

January Lessons Learned

By spring, Alpine Academy has made measurable strides in improving recruitment outcomes, with new hires bringing greater diversity to the staff. Targeted advertising in diverse networks proved particularly effective, though the school still faces challenges filling specialized roles such as math and special education teachers. Several grant applications have been submitted, and feedback from reviewers indicates that Alpine's emphasis on equity and student impact is a strong competitive advantage. Staff feedback highlights the importance of pairing recruitment with clear career advancement pathways, as some candidates expressed concerns about long-term growth.

January Next Steps/Need

To sustain progress, Alpine Academy will increase its presence at spring hiring fairs and expand networking efforts with professional associations. The school will also prioritize grant opportunities specifically aligned with recruitment and retention, ensuring funding is targeted where it can have the greatest impact. Administrators will pilot a "career ladder" framework that clarifies advancement opportunities for teachers and staff. In addition, the mentorship program for new hires will be finalized, with mentor assignments prepared before summer onboarding.

May: Continue

May Lessons Learned

By the end of the school year, Alpine Academy has increased its staffing percentage from 85% to just under 90%, showing strong progress toward the 92% target. The recruitment initiative has diversified the applicant pool, and several high-quality hires have accepted offers for the 2026-2027 school year. The school's reputation as an inclusive and supportive workplace has grown, aided by improved messaging and strengthened community partnerships. However, grant funding success has been mixed, with some applications still pending and others requiring resubmission. Staff feedback underscores the importance of continued investment in cultural competency training to match the diversity of incoming hires.

May Next Steps/Need

Looking forward, Alpine Academy will continue refining recruitment materials and expanding direct outreach to ensure the 92% staffing goal is reached before the next school year begins. Leadership will evaluate grant outcomes and adjust proposals based on reviewer feedback to improve success rates. To retain new hires, the mentorship program will launch formally in August, paired with the rollout of the career ladder framework. Finally, the school will institutionalize annual equity-focused recruitment reviews, ensuring that both hiring practices and staff development align with Alpine's long-term commitment to inclusivity and professional growth.

Inquiry Area 3: Connectedness

SMART Goal 1: By the end of the academic school year, Alpine Academy is committed to increasing its 9th-grade enrollment from the current 35 students to a minimum of 50 students, ensuring that this growth includes proportional representation from diverse ethnic, socioeconomic, and ability backgrounds. This specific and measurable goal is to establish and maintain a 9th-grade cohort of at least 50 students throughout the year, with the intent to foster an inclusive educational environment that reflects the broader community.

In addition to boosting enrollment numbers, the school aims to retain at least 80% of this cohort until graduation, thereby enhancing the overall student population and fostering sustained growth that benefits all segments of the student body equitably. To achieve these targets, Alpine Academy will assess progress quarterly by monitoring enrollment figures and retention rates, with a detailed focus on the equity of retention across different student groups.

The school plans to implement targeted recruitment strategies, mentorship programs, and academic support initiatives designed not only to increase the number of 9th graders but also to ensure their long-term retention. These initiatives will include tailored support for underrepresented students, training for staff on cultural competency, and partnerships with community organizations to support a broad range of family needs.

Regular evaluations of these strategies will be conducted to ensure their effectiveness, with necessary adjustments made to meet the specified enrollment and retention targets by the end of the academic year. This comprehensive approach is designed to bolster both the immediate and long-term success of Alpine Academy's student body, emphasizing inclusivity and equity to ensure that all students, regardless of their background, have equal opportunities for success.

Aligns with District Goal

Formative Measures: Throughout the academic year, Alpine Academy will utilize several formative measures to assess its goal of increasing 9th-grade enrollment from 35 to at least 50 students, with a focus on maintaining proportional representation from diverse ethnic, socioeconomic, and ability backgrounds. The school will conduct quarterly monitoring of both enrollment figures and retention rates to ensure that the 9th-grade cohort not only reaches but sustains the targeted enrollment number while reflecting the broader community's diversity. To support this growth and retention, Alpine Academy will implement targeted recruitment strategies, mentorship programs, and academic support initiatives tailored to increase engagement and success among underrepresented students. These initiatives will be bolstered by staff training on cultural competency and partnerships with community organizations to meet a wide array of family and student needs. The effectiveness of these strategies will be regularly evaluated, with adjustments made as needed to ensure they effectively contribute to the long-term retention and success of the students. This holistic approach aims to enhance both immediate enrollment numbers and long-term student retention, fostering an educational environment that benefits all segments of the student body equitably and promotes inclusivity.

Improvement Strategy 1 Details	Status Checks
Improvement Strategy 1: To achieve the enrollment target and retention goal, Alpine Academy will implement a multi-faceted strategy, incorporating evidence-based interventions proven to enhance student recruitment and retention. This includes targeted marketing campaigns informed by research findings on effective recruitment strategies (Author et al., Year), aimed at attracting a diverse pool of 9th-grade students. Additionally, the school will foster community partnerships, integrating evidence-based practices in partnership development (Al-Halwachi, 2024), to enhance outreach efforts and expand the school's network.	Oct: In progress October Lessons Learned At midyear, Alpine Academy's recruitment strategies for incoming 9th graders have generated increased community interest, with more families attending open houses and requesting information than in prior years. Targeted marketing campaigns and word-of-mouth referrals are beginning to pay off, particularly in reaching students from diverse

To support student retention, Alpine Academy will implement evidence-based mentorship programs, drawing on research-supported approaches proven to enhance student engagement and persistence (Author et al., Year). Academic and extracurricular enhancements, informed by evidence-based practices for creating positive learning environments (Author et al., Year), will be introduced to promote student satisfaction and engagement.

Regular progress monitoring, feedback mechanisms, and collaborative efforts with parents, guided by evidence-based strategies for effective communication and parental involvement (Author et al., Year), will be integral components of the strategy. This comprehensive evidence-based approach aims to not only meet but exceed the enrollment goal, fostering sustained growth and enriching the overall student experience by the end of the academic school year.

Action Steps: Alpine Academy will implement a multi-faceted strategy aimed at increasing its 9th-grade enrollment from 35 to at least 50 students and ensuring at least 80% retention until graduation. Alpine will launch targeted marketing campaigns, designed based on research on effective recruitment strategies, to attract a diverse group of applicants. These efforts will be supported by forming community partnerships that leverage evidence-based practices, enhancing the academy's outreach and expanding its network.

Furthermore, Alpine will introduce mentorship programs and academic enhancements, both informed by proven approaches to boost student engagement and satisfaction. To ensure inclusivity, these initiatives will provide tailored support for underrepresented students and include training for staff on cultural competency. Alpine will also actively involve parents through evidence-based communication strategies, ensuring their engagement in the educational process. The academy will conduct regular evaluations of its recruitment and retention strategies, making necessary adjustments to optimize results. By implementing these comprehensive strategies, Alpine aims to not only achieve but exceed its enrollment targets, fostering an inclusive environment that reflects the broader community and supports the long-term success of all its students.

Position Responsible: Administrator in Charge of Enrollment and Retention Strategy: Assumes overall responsibility for coordinating and overseeing the entire enrollment and retention strategy, ensuring alignment with the school's objectives and goals. Acts as a liaison between the enrollment and retention team and school administration. Career and College Readiness Coach: Collaborates with the enrollment and retention team to integrate career and college readiness components into marketing materials and community outreach efforts. Supports prospective students in understanding how Alpine Academy can contribute to their long-term goals. Instructional Coach: Works closely with the enrollment and retention team to assess and enhance academic and extracurricular programs to meet the needs and interests of potential students. Provides professional development opportunities for teachers to align instructional practices with the enrollment and retention strategy. Special Education Coordinator: Ensures that the enrollment and retention strategy is inclusive and accessible to students with diverse learning needs. Collaborates with the team to develop tailored outreach materials and support programs for students with special needs. Enrollment and Retention Team (Teachers): Individual teachers within the team play key roles in implementing and refining the enrollment and retention strategy. Responsibilities include participating in marketing campaigns, supporting mentorship programs, contributing to academic enhancements, and actively engaging with parents.

Resources Needed: To successfully implement and sustain the enrollment and retention strategies at Alpine Academy, a variety of resources will be essential. Key among these are marketing and

socioeconomic backgrounds. However, enrollment commitments remain below target, with many families expressing uncertainty about long-term fit. Retention within the current 9th-grade class is steady, though student surveys highlight a need for stronger peer connections and academic support. Staff also reported that while community partnerships have been helpful, outreach has not yet reached some underrepresented neighborhoods.

October Next Steps/Need

Alpine Academy will expand marketing campaigns with an emphasis on success stories and alumni pathways to build credibility and excitement. Staff will increase outreach to feeder schools, hosting presentations and workshops directly for 8th-grade families. A peer ambassador program will be piloted, pairing prospective students with current 9th graders to strengthen relationships before enrollment. Retention will be supported through additional tutoring opportunities and structured mentorship for current students. Finally, the school will broaden partnerships with community organizations serving underserved populations to ensure equitable access to recruitment efforts.

Jan: In progress

January Lessons Learned

By spring, Alpine Academy has significantly boosted 9th-grade applications, with the largest number of early commitments in the past three years. Feeder school outreach and community presentations have been particularly effective, and the peer ambassador program has received positive feedback from both current and prospective students. Still, enrollment numbers fall slightly short of the 50-student goal, with challenges remaining in converting interest into confirmed registrations. Current 9th graders are showing stronger engagement through mentoring and academic supports, though data suggests that retention risks remain among students facing chronic absenteeism.

January Next Steps/Need

To reach the 50-student benchmark, Alpine Academy will intensify spring and summer outreach, including family-focused events and incentives for early enrollment commitments. The peer ambassador program will be expanded, offering campus shadow days for prospective students. Staff will increase targeted supports for current 9th

communication tools, including digital marketing software, social media platforms, and traditional advertising mediums, to launch and manage targeted campaigns designed to attract a diverse 9th-grade cohort. Resources for building and maintaining community partnerships are also crucial; this might include funding for networking events, partnership development staff, and collaboration platforms that facilitate ongoing dialogue and project management with community organizations.

Additionally, Alpine will need to invest in training materials and professional development workshops focused on cultural competency and effective mentorship practices. The implementation of mentorship programs and academic enhancements will require educational materials, including curriculum supplements and technology tools that support interactive and engaging learning experiences. To ensure effective parental involvement, resources such as communication platforms that allow for regular updates and feedback will be necessary. Lastly, data management systems to monitor enrollment figures, retention rates, and student progress will be critical to assess the effectiveness of the implemented strategies and make data-driven decisions. By securing these resources, Alpine Academy will be equipped to enhance its recruitment efforts, improve student retention, and foster an inclusive educational environment that benefits all segments of the student body.

Schoolwide and Targeted Assistance Title I Elements:

2.4, 2.5, 2.6

Evidence Level

Level 1: Strong: Enrollment Data

Problem Statements/Critical Root Cause: Connectedness 1, 2

graders identified as at-risk for disengagement, including home visits and family conferences. Additionally, bilingual communication will be expanded to ensure that non-English-speaking families fully understand both recruitment opportunities and ongoing retention supports.

May: Continue

May Lessons Learned

By the end of the academic year, Alpine Academy has achieved a 9th-grade enrollment of 48 students for the following year--just short of the target but still a marked increase from prior cohorts. Retention rates for the current 9th grade exceeded 80%, meeting the long-term stability goal. Equity tracking showed improved representation of economically disadvantaged students and students from underrepresented racial/ethnic groups, though further progress is still needed with outreach to bilingual households. The mentorship and academic supports were well received, contributing to stronger student connectedness.

May Next Steps/Need

For the upcoming year, Alpine Academy will formalize recruitment strategies as a continuous cycle, beginning outreach earlier in the spring to secure more commitments before summer. Shadow days and peer ambassador programming will be expanded to maximize personal connections for prospective students. Retention supports will be built into the school calendar, including structured academic interventions and ongoing peer mentorship opportunities. The school will also deepen its partnerships with community organizations serving bilingual and minority families to ensure recruitment and retention efforts remain equitable and far-reaching.

Inquiry Area 3: Connectedness

SMART Goal 2: Annually, Alpine Academy aims to proactively establish and cultivate a minimum of three community partnerships, targeting a cumulative financial contribution of at least \$50,000 each year. This specific and measurable goal focuses on securing partnerships that provide financial support for general student programs or targeted subject/project initiatives. The progress toward this goal will be monitored through quarterly reviews, which will assess both the development of new partnerships and the contribution amounts received.

To effectively reach this target, Alpine Academy will initiate targeted outreach efforts to identify potential partners and engage in collaborative discussions to foster strong relationships. Additionally, the school will showcase how contributions positively impact student programs, enhancing the appeal for continued or increased support. The success of these efforts will be evaluated based on the total financial contributions secured annually. Necessary adjustments to the outreach and partnership strategies will be made as needed to not only meet but ideally exceed the annual \$50,000 financial target, thereby contributing significantly to the improvement and enrichment of the school environment.

Aligns with District Goal

Formative Measures: Throughout the academic year, Alpine Academy will employ a series of formative measures to evaluate its goal of establishing and nurturing at least three new community partnerships annually, aiming for a minimum total financial contribution of \$50,000. The school will conduct quarterly reviews to monitor the development of these partnerships and the financial contributions received. These reviews will assess the effectiveness of targeted outreach efforts intended to identify and engage potential partners, and how well the school communicates the positive impacts of these contributions on student programs. Success in these efforts will be quantified by the total financial contributions secured by the end of each year. Alpine Academy will make necessary adjustments to its outreach and partnership strategies based on these quarterly evaluations to ensure not only the achievement of the \$50,000 target but also to potentially exceed this goal, thus significantly enhancing the support for general and targeted student initiatives. This proactive approach aims to foster strong, supportive relationships within the community, thereby enriching the educational environment and opportunities available to students.

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: To achieve Alpine Academy's SMART goal of securing \$50,000 yearly contribution packages through community partnerships, an evidence-based intervention involves establishing a dedicated Community Engagement Team. This team will conduct a comprehensive needs assessment, utilizing evidence-based methodologies to identify priority funding impact areas (Pairman, 2023).</p> <p>The team will then develop compelling proposals grounded in evidence-based practices for effective grant writing (The NEA Foundation, 2023), while also diversifying outreach strategies to maximize engagement with potential partners. An evidence-based intervention involves establishing a partnership pipeline informed by research-supported strategies for relationship-building and community engagement (Hardy & Grootenboer, 2015), ensuring ongoing and meaningful connections.</p> <p>Furthermore, the Community Engagement Team will cultivate strong, long-term relationships with partners, implementing evidence-based strategies for building trust and fostering collaboration (Beachboard, 2023). Transparent tracking and communication of impact will be prioritized, utilizing evidence-based metrics and reporting mechanisms to demonstrate the effectiveness of partnerships.</p>	<p>Oct: In progress</p> <p>October Lessons Learned</p> <p>By midyear, Alpine Academy's emphasis on social-emotional learning (SEL) and mentoring has created stronger connections between students and staff. CharacterStrong lessons have been implemented consistently, and student feedback shows improved feelings of safety and belonging compared to the beginning of the year. Peer mentoring and advisory groups are helping students navigate challenges, but participation varies, with some students not engaging fully in discussions. Staff note that while most students feel comfortable approaching teachers or counselors, a small group continues to feel disconnected, particularly those with chronic absenteeism or recent disciplinary issues.</p>

Regular evaluation and adjustment of strategies, informed by evidence-based principles of program evaluation will ensure continuous improvement towards meeting the annual target. Celebrating achievements, providing professional development opportunities, and fostering a culture of learning and growth will further contribute to the overall improvement of the school environment.

Action Steps: To achieve its goal of securing at least \$50,000 annually through community partnerships, Alpine Academy will establish a dedicated Community Engagement Team. This team will begin by conducting a comprehensive needs assessment using evidence-based methodologies to pinpoint priority funding areas that can significantly impact student programs and targeted initiatives. Alpine will initiate targeted outreach efforts to identify and engage potential partners, fostering strong, mutually beneficial relationships. By showcasing how contributions tangibly enhance student programs, the school aims to not only attract but also sustain and possibly increase financial support from these partnerships.

The Community Engagement Team will also focus on developing compelling funding proposals, incorporating best practices in grant writing and relationship management. They will employ a diversified approach to outreach, utilizing strategies proven to build trust and foster ongoing collaboration with community stakeholders. Alpine will implement transparent tracking and reporting mechanisms to clearly communicate the impact of each partnership, ensuring that all contributions are effectively utilized and recognized. Regular evaluations of partnership strategies will be conducted, adjusting approaches as needed to meet or exceed the \$50,000 target. Through celebrating successes and providing ongoing professional development for the team, Alpine Academy will cultivate a culture of continuous improvement and community engagement, ultimately enriching the school's learning environment and resource base.

Position Responsible: The Office Manager and School Administrator holds a pivotal role in executing Alpine Academy's strategic plan to secure \$50,000 yearly contribution packages through community partnerships. This position will be responsible for establishing and leading the Community Engagement Team, conducting needs assessments, and crafting compelling proposals. The Coordinator will diversify outreach strategies, manage the partnership pipeline, and foster strong relationships with community stakeholders. Transparently tracking and communicating the impact of secured funds, the Coordinator will ensure a positive public perception. Regular evaluation and adjustment of strategies, along with the organization of professional development opportunities, will be key responsibilities to fulfill the SMART goal and contribute to the school's overall improvement.

Resources Needed: To effectively reach and exceed the annual target of securing \$50,000 through community partnerships at Alpine Academy, a variety of key resources will be essential. First, a dedicated Community Engagement Team equipped with a project manager and outreach coordinators will be fundamental to oversee operations and manage relationships. To ensure these professionals are adept in evidence-based fundraising strategies, the school will invest in training and professional development, including workshops, seminars, and subscriptions to industry publications. Additionally, the team will require advanced CRM systems to track interactions with partners, manage contributions, and enable detailed reporting and analytics, guiding strategic adjustments.

Moreover, Alpine Academy will need robust marketing and communication tools to create compelling materials that showcase the impact of donations. Resources for hosting partnership events, such as venue hire and event management staff, will also be critical for engaging potential donors effectively.

October Next Steps/Need

Alpine Academy will provide additional SEL training to staff to strengthen consistency in lesson delivery and mentoring practices. Advisory activities will be refreshed with more interactive and student-driven components to boost engagement. Counselors will develop targeted check-ins for students flagged as disconnected, supported by a simple early-warning system. The school will also engage parents by sharing SEL strategies families can use at home to reinforce connectedness.

Jan: In progress

January Lessons Learned

By spring, student surveys indicate that most students feel safer and more supported at Alpine Academy than in previous years. The peer mentoring program has expanded, and student leaders are showing initiative in planning schoolwide activities that promote inclusivity. Advisory groups have improved in quality after staff training, though engagement still fluctuates depending on facilitator approach. A subset of students continues to demonstrate social withdrawal or difficulty participating in group settings, suggesting the need for additional targeted supports.

January Next Steps/Need

To address these challenges, Alpine Academy will provide differentiated support for students who remain disengaged, including small-group counseling and restorative circles. Staff will receive additional coaching on building inclusive classroom communities. Student leaders will be given resources to organize a spring event centered on connectedness, highlighting themes of belonging and inclusion. Parent engagement will be strengthened by hosting a family night that promotes strategies for supporting adolescent mental health and connection.

May: Continue

May Lessons Learned

By the end of the school year, Alpine Academy has achieved measurable improvements in student connectedness, with surveys showing a significant increase in the percentage of students reporting that they feel safe and supported at school. SEL lessons and mentoring programs have become embedded practices, and peer leadership has proven effective in building a positive culture. However, the year-end review highlighted

Access to legal and financial advisory services will ensure that all transactions and partnerships comply with relevant regulations, maintaining transparency and trust. Lastly, platforms for consistent communication with partners--such as a dedicated section on the school's website, regular newsletters, and dynamic social media strategies--will help to keep stakeholders informed and engaged, further fostering a culture of collaboration and support within the community.

Schoolwide and Targeted Assistance Title I Elements:

4.1, 4.2

Evidence Level

Level 1: Strong: funding

Problem Statements/Critical Root Cause: Connectedness 1, 2

that a small but consistent group of students remains at risk of isolation, often overlapping with chronic absenteeism or academic struggles.

May Next Steps/Need

For the following year, Alpine Academy will formalize connectedness supports into a tiered framework, ensuring that universal SEL and advisory activities are paired with targeted and intensive interventions for students most at risk. Training for staff will expand to include trauma-informed practices and strategies for engaging reluctant participants. Student leaders will be recruited earlier in the year to sustain peer-driven initiatives. Finally, the school will build partnerships with community organizations specializing in youth mental health to strengthen resources available to families and students.