

# **2017-2018 SIP Knudsen Elementary**

Knudsen Elementary School

Waterford School District

Ms. Laura Smith, Principal  
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Waterford, MI 48327-2719

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## **Overview**

### **Plan Name**

2017-2018 SIP Knudsen Elementary

### **Plan Description**

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Knudsen Elementary will become proficient in reading.	Objectives: 2 Strategies: 3 Activities: 10	Academic	\$16050
2	All students at Knudsen Elementary will become proficient writers.	Objectives: 2 Strategies: 3 Activities: 9	Academic	\$0
3	All students at Knudsen Elementary will become proficient in mathematics.	Objectives: 2 Strategies: 3 Activities: 10	Academic	\$200
4	All students at Knudsen Elementary will improve self-control and self regulation skills, positive social skills, and problem solving strategies.	Objectives: 3 Strategies: 2 Activities: 9	Organizational	\$1800

## Goal 1: All students at Knudsen Elementary will become proficient in reading.

### Measurable Objective 1:

75% of All Students will increase student growth in meeting their projected growth targets in reading proficiency in English Language Arts by 06/15/2018 as measured by NWEA.

### Strategy 1:

Vocabulary - Teachers will learn how to expose students to Tier 2 and Tier 3 words in a meaningful way that promotes lasting development of vocabulary.

Category: English/Language Arts

Research Cited: Hattie, J. (2011) Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement. New York, NY: Routledge.

Hattie, J. & Yates, G. (2014) Visible Learning and the Science of How We Learn, New York, NY: Routledge.

Frey, N. & Fisher D. (2009) Learning Words Inside and Out. Portsmouth, NH: Heinemann.

Tier: Tier 1

Activity - Professional Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will reread Learning Words Inside & Out, chapters 1,2, 6.	Professional Learning	Tier 1	Implement	09/07/2017	09/28/2017	\$250	General Fund	principal, teachers, professional support staff

Activity - Learning Words	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop and implement a school-wide focus on learning words. This will consist of a 5 minutes per day routine.	Implementation	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	teachers, principal, professional support staff

Activity - Stop and Jot	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During read aloud or independent reading, teachers will have students write down what they are thinking in response to what has been read (stop and jot). Teachers will review these responses to set goals for students growth along the continuum.	Implementation	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	classroom teachers

**Strategy 2:**

Instruction in Reading - Teachers will utilize best practice to improve core reading instruction.

Category: English/Language Arts

Research Cited: Allington, R. and Cunningham P. (2012) Classrooms That Work: They can all read and write, 5th Edition. New York, NY:Pearson

Allington, R, (2011) What Really Matters for Struggling Readers. New York:Pearson.

Hattie, J. (2011) Visible Learning:A Synthesis of Over 800 Meta-Analyses Relating to Achievement. New York, NY:Routledge.

Tier: Tier 1

Activity - Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use reading data to differentiate reading instruction using flexible guided reading groups. Reading lessons will be designed using the District lesson plan template.	Implementation	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	teachers, professional support staff

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in professional learning to build common language and understanding in order to provide quality reading instruction.	Implementation	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	District CIA, Principal

Activity - Classroom Reading Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet with identified "not yet proficient" groups daily.	Implementation	Tier 2	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	teachers, principal

**Measurable Objective 2:**

A 15% increase of Bottom 30%, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in reading in English Language Arts in Reading by 06/15/2018 as measured by NWEA.

**Strategy 1:**

Intervention - Teachers will identify students not making adequate progress as determined by the DRA and intervention will be provided both individually and in small group.

Category:

Research Cited: Allington, R. and Cunningham, P. (2012) Classrooms that Work: They can all read and write, 5th Edition. New York, NY: Pearson Allington, R. (2011)

What Really Matters for Struggling Readers. New York, NY: Pearson

Marzano, R.(2007) The Art and Science of Teaching. Alexandria, VA: ASCD

Hattie, J. (2011) Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement

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Tier: Tier 2

Activity - Reading Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students not making adequate progress will participate in LLI as part of an intervention program.	Academic Support Program, Implementation	Tier 2	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	Interventionists, classroom teachers
Activity - ELL Extended Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL students who score at the lowest levels on the WIDA will participate in an extended day program.	Academic Support Program, Implementation	Tier 2	Implement	09/05/2017	06/15/2018	\$15000	Title I Part A	ELL Coordinator, extended day teaching staff
Activity - raz-kids	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to this on-line reading program to provide additional practice in reading fluency and comprehension.	Implementation	Tier 2	Implement	09/05/2017	06/15/2018	\$800	Title I Part A	teachers, professional support staff
Activity - Increased reading time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide additional reading time for students that are not meeting grade level expectations. This support will be above and beyond regular classroom reading instruction and will occur during the regular school day.	Direct Instruction	Tier 2	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	teachers, professional support staff, ELL support, classroom assistants

**Goal 2: All students at Knudsen Elementary will become proficient writers.**

**Measurable Objective 1:**

A 70% increase of All Students will increase student growth in meeting their projected growth targets in language usage proficiency in English Language Arts by 06/15/2018 as measured by NWEA.

**Strategy 1:**

Writing to Learn - Teachers will implement writing to learn strategies in all content areas.

Category: English/Language Arts

Research Cited: Marzano, R. (2007) The Art and Science of Teaching, Alexandria, VA: ASCD

Hattie, J. (2011) Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement. New York, NY: Routledge

Moss, M., Brookhart, S. (2012) Learning Targets: Helping Students Aims For Understanding in Today's Lesson, Alexandria, VA: ASCD

Frey, N., Fisher, D. (2011) The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning, Alexandria, VA: ASCD

Calkins, L., Ehrenworth, M. Lehman, C. (2012). Pathways to the Common Core: Accelerating Achievement. Portsmouth, NH. Heinemann.

Zemal-Saul, McNeill, K, Hershberger, K. (2013) What's Your Evidence? Upper Saddle River, NJ:Pearson.

Campbell, B.,Fulton L. (2003). Science Notebooks Writing About Inquiry. Portsmouth, NH: Heinemann

Tier: Tier 1

Activity - Grade Level/Course meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will gather by grade level through the course of the year to focus on Writing to Learn in the content areas of science and math.	Implementation	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	classroom teachers, professional support staff

Activity - Constructed Response	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach and model how to write a constructed response, using claim, evidence, reasoning.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	teachers, professional support staff

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer weekly writing prompts throughout the year in order to measure non-fiction writing growth from September to June. Results will be used to improve core instruction.	Monitor	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	teachers, principal

Activity - Professional Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will deepen their understanding of the claim, evidence, reasoning model by reading a variety of professional resources.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	principal, teachers



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Activity - Science Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-3 will write weekly in science journals.	Implementation	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	teachers

**Strategy 2:**

Instructional Monitoring and Feedback - Principals will monitor implementation of best practices and provide feedback to teachers in order to improve instructional practices. Teachers will monitor student growth and provide effective feedback.

Category: English/Language Arts

Research Cited: Marzano, RHattie, J. (2011) Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement. New York, NY: Routledge  
 Moss, C., Brookhart, S., (2012) Learning Targets: Helping Students Aim for Understanding in Today's Lesson. Alexandria, Virginia: ASCD. Robinson, V., (2011) Student Centered Leadership. San Francisco, CA: Jossey-Bass.  
 .(2007) The Art and Science of Teaching. Alexandria, VA: ASCD

Tier: Tier 1

Activity - Principal Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will engage in professional learning alongside teachers, colleagues, and CIA staff to build common language and understanding in order to provide feedback to teachers to improve the quality of instruction.	Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	Central Office staff, Learning Coaches, Curriculum Consultants, principal

Activity - Administrator Partnerships	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Central office instructional administrators will observe classroom teachers alongside building administrators and provide feedback to building administrators on the quality and accuracy of the feedback provided to the classroom teacher	Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	Central Office staff, principal

**Measurable Objective 2:**

A 20% increase of Bottom 30%, Hispanic or Latino, Students with Disabilities and English Learners students will increase student growth in meeting their projected growth targets in language usage proficiency in English Language Arts by 06/15/2018 as measured by NWEA.

**Strategy 1:**

Targeted Instruction - Targeted Instruction - Students not demonstrating sufficient growth based on the district writing prompts will participate in interventions either within the classroom or in small group instruction.

Category: English/Language Arts

Research Cited: Research Cited: Calkins, L. (2010) The Nuts and Bolts of Teaching Writing. Portsmouth, NH: Heinemann. Marzano, R.(2007) The Art and Science of Teaching. Alexandria, VA: ASCD

Anderson, C. (2005). Assessing Writers. Portsmouth, NH. Heinemann.

Tier: Tier 2

Activity - Small Group Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Struggling students will participate in small group or one interventions.	Academic Support Program, Implementation	Tier 2	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	teachers, literacy interventionists, principal
Activity - ELL Extended Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL students who score at the lowest levels on the WIDA will participate in an extended day program.	Academic Support Program	Tier 2	Implement	10/02/2017	06/15/2018	\$0	No Funding Required	ELL Coordinator, Extended Day teaching staff

### Goal 3: All students at Knudsen Elementary will become proficient in mathematics.

**Measurable Objective 1:**

A 70% increase of All Students will increase student growth in meeting their projected growth targets towards mathematical proficiency in Mathematics by 06/15/2018 as measured by NWEA.

**(shared) Strategy 1:**

Core Classroom Instruction - Teachers will improve the quality of core instruction in mathematics to increase student understanding and performance on proficiency measures.

Category: Mathematics

Research Cited: Marzano, R.(2007) The Art and Science of Teaching. Alexandria, VA: ASCD

Hattie, J. (2011) Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement. New York, NY: Routledge

Besser, L., Ventura, S. (2010) The Big Picture: Looking at Data Teams Through a Collaborative Lens. Englewood, CO: Lead and Learn Press Moss, M., Brookhart, S.

(2012) Learning Targets: Helping Students Aim For Understanding in Today's Lesson, Alexandria, VA: ASCD

Frey, N., Fisher, D. (2011) The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning, Alexandria, VA: ASCD.

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Smith, M. &amp; Stein, M. (2011). 5 Practices for Orchestrating Productive Math Discussions. Reston, VA. NCTM.

Schwartz, S. (2008). A Quick Guide to Making Your Teaching Stick. Portsmouth, NH. Heinemann.

Tier: Tier 1

Activity - Talk Moves	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement "talk moves" to increase and deepen student discourse in mathematics.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	teachers, principal
Activity - Math Stenos	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide steno pads for each student and teach, model, and support how to use writing to learn strategies to explain their thinking in mathematics. Teachers and students will use grade level appropriate common vocabulary.	Monitor	Tier 1	Implement	09/05/2017	06/15/2018	\$200	General Fund	teachers
Activity - Daily Routines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement "daily routines" during math workshop to increase fact fluency.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	teachers, principal
Activity - Math Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach students Tier 3 vocabulary words that correlate with grade level specific units of study in mathematics.	Implementation	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	teachers

**Strategy 2:**

Instructional Support and Feedback - Principals will monitor classroom instruction through walk-throughs and observations. Peers will assist each other by providing effective feedback.

Category:

Research Cited: Marzano, R. (2007) The Art and Science of Teaching, Alexandria, VA: ASCD

Schmoker, M. (2011) Focus: Elevating the Essentials To Radically Improve Student Learning, Alexandria, VA: ASCD

Hattie, J. (2011) Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement. New York, NY: Routledge Robinson, V., (2011) Student Centered Leadership, San Francisco, CA: Jossey-Bass

Tier: Tier 1

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Activity - Administrator Partnerships	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Central office instructional administrators observe classroom teachers alongside building administrators and provide feedback to building administrators on the quality and accuracy of the feedback provided to the classroom teacher.	Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	Central Office Staff, principal

Activity - Principal Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will engage in district professional learning opportunities alongside teachers, colleagues, and CIA staff to build common language and understanding in order to provide feedback to teachers to ensure quality teaching.	Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	Central Office, Learning Coaches, Curriculum Consultants, Principal

**Measurable Objective 2:**

A 15% increase of Bottom 30%, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in math problem solving in Mathematics by 06/15/2018 as measured by NWEA.

**(shared) Strategy 1:**

Core Classroom Instruction - Teachers will improve the quality of core instruction in mathematics to increase student understanding and performance on proficiency measures.

Category: Mathematics

Research Cited: Marzano, R.(2007) The Art and Science of Teaching. Alexandria, VA: ASCD

Hattie, J. (2011) Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement. New York, NY: Routledge

Besser, L., Ventura, S. (2010) The Big Picture: Looking at Data Teams Through a Collaborative Lens. Englewood, CO: Lead and Learn Press Moss, M., Brookhart, S.

(2012) Learning Targets: Helping Students Aim For Understanding in Today's Lesson, Alexandria, VA: ASCD

Frey, N., Fisher, D. (2011) The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning, Alexandria, VA: ASCD.

Smith, M. & Stein, M. (2011). 5 Practices for Orchestrating Productive Math Discussions. Reston, VA. NCTM.

Schwartz, S. (2008). A Quick Guide to Making Your Teaching Stick. Portsmouth, NH. Heinemann.

Tier: Tier 1

Activity - Talk Moves	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement "talk moves" to increase and deepen student discourse in mathematics.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	teachers, principal

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Activity - Math Stenos	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide steno pads for each student and teach, model, and support how to use writing to learn strategies to explain their thinking in mathematics. Teachers and students will use grade level appropriate common vocabulary.	Monitor	Tier 1	Implement	09/05/2017	06/15/2018	\$200	General Fund	teachers
Activity - Daily Routines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement "daily routines" during math workshop to increase fact fluency.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	teachers, principal
Activity - Math Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach students Tier 3 vocabulary words that correlate with grade level specific units of study in mathematics.	Implementation	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	teachers

**Strategy 2:**

Targeted Instruction - Students not demonstrating sufficient progress will participate in small group instruction and/or remediation.

Category:

Research Cited: Hattie, J.(2011) Visible Learning for Teachers: Maximizing Impact on Learning. New York, NY:Routledge. Scmoker, M. (2011) Focus: Elevating the Essentials to Radically Improve Student Learning. Alexandria, VA:ASCD

Small, M. (2012). Great Ways to Differentiate Mathematics Instruction. New York, NY. Teachers College Press.

Tier: Tier 2

Activity - Dreambox Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are eligible for math services will be provided with intervention using Dreambox math to improve their conceptual understanding.	Academic Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	classroom teachers, teaching assistants, principal
Activity - Kahn Academy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use Kahn Academy to strengthen areas of need as determined by the NWEA math test.	Academic Support Program	Tier 2	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	teachers

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet with identified "not yet proficient" groups in addition to regular classroom mathematics instruction.	Direct Instruction	Tier 2		09/05/2017	06/15/2018	\$0	No Funding Required	teachers
Activity - Math Fact Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with daily opportunities to practice grade level appropriate math facts.	Supplemental Materials	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	teachers, paraprofessionals

## Goal 4: All students at Knudsen Elementary will improve self-control and self regulation skills, positive social skills, and problem solving strategies.

### Measurable Objective 1:

demonstrate a proficiency The number of recess behavior referrals will decrease by 25% by 06/16/2017 as measured by the amount of recess time out referrals.

### Strategy 1:

Social/Emotional Learning - Knudsen staff will create an optimistic school environment that promotes and develops mindful attention to oneself and others, tolerance of differences, and the capacity of each member to grow as a human being and learner.

Category: School Culture

Research Cited: The Hawn Foundation (2011) New York, NY: Scholastic.

Durlak, J.A., Weissberg, R.D., & Schellinger, K.B. (2011). Enhancing Students' Social and Emotional Development Promotes Success in School: Results of Meta-analysis. Child Development.

Jensen, E. (2009). Teaching With Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do About it. Alexandria, VA: ASCD.

Tier: Tier 1

Activity - Mind Up Planning Committee	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee of staff members will meet to plan timeline and implementation of Mind Up curriculum.	Getting Ready	Tier 1	Getting Ready	09/05/2017	09/28/2017	\$0	No Funding Required	principal, teachers, social worker

Activity - Mind Up Plan Roll Out	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Mind Up Committee will roll out Mind Up curriculum timeline and implementation plans to staff at second staff meeting.	Getting Ready	Tier 1	Getting Ready	09/28/2017	09/28/2017	\$0	No Funding Required	principal, teachers, social worker
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Activity - Mind Up Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement Mind Up curriculum in classrooms weekly.	Behavioral Support Program	Tier 1	Implement	10/02/2017	06/15/2018	\$0	No Funding Required	principal, teachers, social worker

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional learning using Mind Up book and professional articles on mindfulness in the classroom.	Professional Learning	Tier 1	Implement	10/05/2017	06/15/2018	\$0	No Funding Required	principal, teaching staff, social worker

**Measurable Objective 2:**

demonstrate a behavior of utilizing individualized social emotional problem solving tools. by 06/16/2017 as measured by a 20% reduction in behavior referrals..

**(shared) Strategy 1:**

"Ruler" Approach Social Emotional Learning - Staff will create and promote a positive school climate where students and staff are accepting of cultural and personal differences and continuously grow social emotional learning skills for staff and students which include: self-awareness, self-management, social awareness, relationship skills and decision making.

Category: School Culture

Research Cited: Yale University –Center for Social and Emotional Intelligence • Hagelskamp, C., Brackett, M. A., Rivers, S. E., & Salovey, P. (2013). Improving Classroom Quality with the RULER Approach to Social and Emotional Learning: Proximal and Distal Outcomes. *American Journal of Community Psychology*, 51(3–4), 530–543. • Rivers, S. E., Brackett, M. A., Reyes, M. R., Elbertson, N. A., & Salovey, P. (2013). Improving the Social and Emotional Climate of Classrooms: A Clustered Randomized Controlled Trial Testing The RULER Approach. *Prevention Science*, 14(1), 77–87. • Brackett, M. A., Rivers, S. E., Reyes, M. R., & Salovey, P. (2012). Enhancing Academic Performance and Social and Emotional Competence with the RULER Feeling Words Curriculum. *Learning and Individual Differences*, 22(2), 218–224 • Reyes, M. R., Brackett, M. A., Rivers, S. E., Elbertson, N. A., & Salovey, P. (2012). The Interaction Effects of Program Training, Dosage, and Implementation Quality on Targeted Student Outcomes for the RULER Approach to Social and Emotional Learning. *School Psychology Review*, 41(1), 82–99 CASEL-Collaborative for Academic and social emotional learning <http://www.casel.org/guide/programs/ruler/> <https://www.crimesolutions.gov/ProgramDetails.aspx?ID=430> <http://www.p12.nysed.gov/dignityact/rgsection1.html> [http://www.schoolclimate.org/climate/stages\\_tasks\\_challenges.php](http://www.schoolclimate.org/climate/stages_tasks_challenges.php) <http://www.stopbullying.gov/prevention/at-school/build-safe-environment/index.html> Positive Behavior Intervention Support <http://www.pbis.org/> <http://www.stopbullying.gov/prevention/at-school/index.html> School Culture Rewired- <https://www.youtube.com/watch?v=bKDn-XDP7ks>

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Tier: Tier 1

Activity - Training for Trainers-RULER approach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Social Worker will attend RULER training.	Behavioral Support Program	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$1800	Other	principal, social worker
Activity - RULER Approach Training for Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trainers who attended the Oakland Schools Training will review RULER approach with staff.	Behavioral Support Program	Tier 1	Getting Ready	09/05/2017	09/28/2017	\$0	No Funding Required	principal, social worker, teachers
Activity - RULER Approach Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and staff will implement RULER Approach to boost emotional intelligence, increase academic performance, decrease behavioral problems, and enrich classroom climates.	Behavioral Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	principal, teaching staff, support staff, social worker
Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in RULER professional development and discussions during staff meetings.	Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	principal, social worker, teachers
Activity - School Climate Survey	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administer school climate survey to students in grades 3-5	Getting Ready, Behavioral Support Program	Tier 1	Monitor	06/01/2018	06/15/2018	\$0	No Funding Required	school social worker

**Measurable Objective 3:**

collaborate to raise the score on the school climate survey question #11 (students in my class behave so that teachers can teach) from a 2.2 to at least a 3. by 06/16/2017 as measured by the climate survey score..



**(shared) Strategy 1:**

"Ruler" Approach Social Emotional Learning - Staff will create and promote a positive school climate where students and staff are accepting of cultural and personal differences and continuously grow social emotional learning skills for staff and students which include: self-awareness, self-management, social awareness, relationship skills and decision making.

Category: School Culture

Research Cited: Yale University –Center for Social and Emotional Intelligence • Hagelskamp, C., Brackett, M. A., Rivers, S. E., & Salovey, P. (2013). Improving Classroom Quality with the RULER Approach to Social and Emotional Learning: Proximal and Distal Outcomes. *American Journal of Community Psychology*, 51(3–4), 530–543. • Rivers, S. E., Brackett, M. A., Reyes, M. R., Elbertson, N. A., & Salovey, P. (2013). Improving the Social and Emotional Climate of Classrooms: A Clustered Randomized Controlled Trial Testing The RULER Approach. *Prevention Science*, 14(1), 77–87. • Brackett, M. A., Rivers, S. E., Reyes, M. R., & Salovey, P. (2012). Enhancing Academic Performance and Social and Emotional Competence with the RULER Feeling Words Curriculum. *Learning and Individual Differences*, 22(2), 218–224 • Reyes, M. R., Brackett, M. A., Rivers, S. E., Elbertson, N. A., & Salovey, P. (2012). The Interaction Effects of Program Training, Dosage, and Implementation Quality on Targeted Student Outcomes for the RULER Approach to Social and Emotional Learning. *School Psychology Review*, 41(1), 82–99 CASEL-Collaborative for Academic and social emotional learning <http://www.casel.org/guide/programs/ruler/> <https://www.crimesolutions.gov/ProgramDetails.aspx?ID=430> <http://www.p12.nysed.gov/dignityact/rgsection1.html> [http://www.schoolclimate.org/climate/stages\\_tasks\\_challenges.php](http://www.schoolclimate.org/climate/stages_tasks_challenges.php) <http://www.stopbullying.gov/prevention/at-school/build-safe-environment/index.html> Positive Behavior Intervention Support <http://www.pbis.org/> <http://www.stopbullying.gov/prevention/at-school/index.html> School Culture Rewired- <https://www.youtube.com/watch?v=bKDn-XDP7ks>

Tier: Tier 1

Activity - Training for Trainers-RULER approach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Social Worker will attend RULER training.	Behavioral Support Program	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$1800	Other	principal, social worker
Activity - RULER Approach Training for Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trainers who attended the Oakland Schools Training will review RULER approach with staff.	Behavioral Support Program	Tier 1	Getting Ready	09/05/2017	09/28/2017	\$0	No Funding Required	principal, social worker, teachers
Activity - RULER Approach Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers and staff will implement RULER Approach to boost emotional intelligence, increase academic performance, decrease behavioral problems, and enrich classroom climates.	Behavioral Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	principal, teaching staff, support staff, social worker
<b>Activity - Professional Learning</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will participate in RULER professional development and discussions during staff meetings.	Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	principal, social worker, teachers
<b>Activity - School Climate Survey</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Administer school climate survey to students in grades 3-5	Getting Ready, Behavioral Support Program	Tier 1	Monitor	06/01/2018	06/15/2018	\$0	No Funding Required	school social worker

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Reading	Teachers will reread Learning Words Inside & Out, chapters 1,2, 6.	Professional Learning	Tier 1	Implement	09/07/2017	09/28/2017	\$250	principal, teachers, professional support staff
Math Stenos	Teachers will provide steno pads for each student and teach, model, and support how to use writing to learn strategies to explain their thinking in mathematics. Teachers and students will use grade level appropriate common vocabulary.	Monitor	Tier 1	Implement	09/05/2017	06/15/2018	\$200	teachers

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
raz-kids	Students will have access to this on-line reading program to provide additional practice in reading fluency and comprehension.	Implementation	Tier 2	Implement	09/05/2017	06/15/2018	\$800	teachers, professional support staff
ELL Extended Day	ELL students who score at the lowest levels on the WIDA will participate in an extended day program.	Academic Support Program, Implementation	Tier 2	Implement	09/05/2017	06/15/2018	\$15000	ELL Coordinator, extended day teaching staff

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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RULER Approach Training for Staff	Trainers who attended the Oakland Schools Training will review RULER approach with staff.	Behavioral Support Program	Tier 1	Getting Ready	09/05/2017	09/28/2017	\$0	principal, social worker, teachers
Professional Learning	Teachers will participate in professional learning using Mind Up book and professional articles on mindfulness in the classroom.	Professional Learning	Tier 1	Implement	10/05/2017	06/15/2018	\$0	principal, teaching staff, social worker
Professional Reading	Teachers will deepen their understanding of the claim, evidence, reasoning model by reading a variety of professional resources.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$0	principal, teachers
Math Vocabulary	Teachers will teach students Tier 3 vocabulary words that correlate with grade level specific units of study in mathematics.	Implementation	Tier 1	Implement	09/05/2017	06/15/2018	\$0	teachers
Classroom Reading Intervention	Teachers will meet with identified "not yet proficient" groups daily.	Implementation	Tier 2	Implement	09/05/2017	06/15/2018	\$0	teachers, principal
Grade Level/Course meetings	Teachers will gather by grade level through the course of the year to focus on Writing to Learn in the content areas of science and math.	Implementation	Tier 1	Implement	09/05/2017	06/15/2018	\$0	classroom teachers, professional support staff
Talk Moves	Teachers will implement "talk moves" to increase and deepen student discourse in mathematics.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$0	teachers, principal
Increased reading time	Staff will provide additional reading time for students that are not meeting grade level expectations. This support will be above and beyond regular classroom reading instruction and will occur during the regular school day.	Direct Instruction	Tier 2	Implement	09/05/2017	06/15/2018	\$0	teachers, professional support staff, ELL support, classroom assistants
Constructed Response	Teachers will teach and model how to write a constructed response, using claim, evidence, reasoning.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$0	teachers, professional support staff
Math Fact Practice	Teachers will provide students with daily opportunities to practice grade level appropriate math facts.	Supplemental Materials	Tier 1	Implement	09/05/2017	06/15/2018	\$0	teachers, paraprofessionals
School Climate Survey	Administer school climate survey to students in grades 3-5	Getting Ready, Behavioral Support Program	Tier 1	Monitor	06/01/2018	06/15/2018	\$0	school social worker
Small Group Instruction	Teachers will meet with identified "not yet proficient" groups in addition to regular classroom mathematics instruction.	Direct Instruction	Tier 2		09/05/2017	06/15/2018	\$0	teachers

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Administrator Partnerships	Central office instructional administrators observe classroom teachers alongside building administrators and provide feedback to building administrators on the quality and accuracy of the feedback provided to the classroom teacher.	Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Central Office Staff, principal
Principal Professional Learning	Principal will engage in professional learning alongside teachers, colleagues, and CIA staff to build common language and understanding in order to provide feedback to teachers to improve the quality of instruction.	Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Central Office staff, Learning Coaches, Curriculum Consultants , principal
Mind Up Planning Committee	A committee of staff members will meet to plan timeline and implementation of Mind Up curriculum.	Getting Ready	Tier 1	Getting Ready	09/05/2017	09/28/2017	\$0	principal, teachers, social worker
Small Group Intervention	Struggling students will participate in small group or one interventions.	Academic Support Program, Implementation	Tier 2	Implement	09/05/2017	06/15/2018	\$0	teachers, literacy intervention ists, principal
Mind Up Plan Roll Out	Mind Up Committee will roll out Mind Up curriculum timeline and implementation plans to staff at second staff meeting.	Getting Ready	Tier 1	Getting Ready	09/28/2017	09/28/2017	\$0	principal, teachers, social worker
Professional Learning	Teachers will participate in RULER professional development and discussions during staff meetings.	Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$0	principal, social worker, teachers
Guided Reading	Teachers will use reading data to differentiate reading instruction using flexible guided reading groups. Reading lessons will be designed using the District lesson plan template.	Implementation	Tier 1	Implement	09/05/2017	06/15/2018	\$0	teachers, professional support staff
Principal Professional Learning	Principal will engage in district professional learning opportunities alongside teachers, colleagues, and CIA staff to build common language and understanding in order to provide feedback to teachers to ensure quality teaching.	Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Central Office, Learning Coaches, Curriculum Consultants , Principal
Learning Words	Teachers will develop and implement a school-wide focus on learning words. This will consist of a 5 minutes per day routine.	Implementation	Tier 1	Implement	09/05/2017	06/15/2018	\$0	teachers, principal, professional support staff
Daily Routines	Teachers will implement "daily routines" during math workshop to increase fact fluency.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$0	teachers, principal

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Reading Intervention	Students not making adequate progress will participate in LLI as part of an intervention program.	Academic Support Program, Implementation	Tier 2	Implement	09/05/2017	06/15/2018	\$0	Interventionists, classroom teachers
Progress Monitoring	Teachers will administer weekly writing prompts throughout the year in order to measure non-fiction writing growth from September to June. Results will be used to improve core instruction.	Monitor	Tier 1	Implement	09/05/2017	06/15/2018	\$0	teachers, principal
Stop and Jot	During read aloud or independent reading, teachers will have students write down what they are thinking in response to what has been read (stop and jot). Teachers will review these responses to set goals for students growth along the continuum.	Implementation	Tier 1	Implement	09/05/2017	06/15/2018	\$0	classroom teachers
RULER Approach Implementation	Teachers and staff will implement RULER Approach to boost emotional intelligence, increase academic performance, decrease behavioral problems, and enrich classroom climates.	Behavioral Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$0	principal, teaching staff, support staff, social worker
Mind Up Curriculum	Teachers will implement Mind Up curriculum in classrooms weekly.	Behavioral Support Program	Tier 1	Implement	10/02/2017	06/15/2018	\$0	principal, teachers, social worker
Administrator Partnerships	Central office instructional administrators will observe classroom teachers alongside building administrators and provide feedback to building administrators on the quality and accuracy of the feedback provided to the classroom teacher	Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Central Office staff, principal
Kahn Academy	Students will use Kahn Academy to strengthen areas of need as determined by the NWEA math test.	Academic Support Program	Tier 2	Implement	09/05/2017	06/15/2018	\$0	teachers
Science Journals	Students in grades K-3 will write weekly in science journals.	Implementation	Tier 1	Implement	09/05/2017	06/15/2018	\$0	teachers
Professional Learning	Teachers will engage in professional learning to build common language and understanding in order to provide quality reading instruction.	Implementation	Tier 1	Implement	09/05/2017	06/15/2018	\$0	District CIA, Principal
ELL Extended Day	ELL students who score at the lowest levels on the WIDA will participate in an extended day program.	Academic Support Program	Tier 2	Implement	10/02/2017	06/15/2018	\$0	ELL Coordinator, Extended Day teaching staff

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Dreambox Math	Students who are eligible for math services will be provided with intervention using Dreambox math to improve their conceptual understanding.	Academic Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$0	classroom teachers, teaching assistants, principal
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**Other**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Training for Trainers-RULER approach	School Social Worker will attend RULER training.	Behavioral Support Program	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$1800	principal, social worker