

18-19 SIP Knudsen Elementary

Knudsen Elementary School

Waterford School District

Ms. Laura Smith, Principal
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Overview

Plan Name

18-19 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: 11	Academic	\$16050
2	All students at Knudsen Elementary will become proficient writers.	Objectives: 2 Strategies: 3 Activities: 5	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 be engaged in their education and confident in their ability to be successful.	Objectives: 2 Strategies: 3 Activities: 12	Organizational	\$0

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 06/14/2019 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 read a variety of professional development resources on vocabulary development.	Professional Learning	Tier 1	Implement	09/06/2018	06/14/2019	\$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 implement a school-wide focus on learning words. This will consist of a 5 minutes per day routine.	Implementation	Tier 1	Implement	09/04/2018	06/14/2019	\$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	09/06/2018	06/14/2019	\$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	09/06/2018	06/14/2019	\$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 continue to engage in professional learning to build common language and understanding in order to provide quality reading instruction.	Implementation	Tier 1	Implement	09/04/2018	06/14/2019	\$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	09/04/2018	06/14/2019	\$0	No Funding Required	teachers, principal
Activity - Instructional Monitoring and Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will monitor teachers' implementation of best practices in reading instruction, providing quality feedback to improve instruction.	Walkthrough	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Building 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 06/14/2019 as measured by NWEA.

Strategy 1:

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

Category: English/Language Arts

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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

Tier: Tier 2

Activity - Reading Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-3 Students not making adequate progress will participate in an intervention program with identified reading interventionists.	Implementation, Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Interventionists, classroom teachers, 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.	Implementation, Academic Support Program	Tier 2	Implement	10/08/2018	06/14/2019	\$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 not making adequate reading process will have access to this on-line reading program to provide additional practice in reading fluency and comprehension.	Implementation	Tier 2	Implement	09/04/2018	06/14/2019	\$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	09/04/2018	06/14/2019	\$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 06/14/2019 as measured by NWEA.

Strategy 1:

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, R. Hattie, 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	09/04/2018	06/14/2019	\$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	09/04/2018	06/14/2019	\$0	No Funding Required	Central Office staff, principal

Strategy 2:

Targeted Writing Instruction - Students not demonstrating sufficient growth based on District writing prompts will receive intervention in small groups or 1:1.

Category: English/Language Arts

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

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Alexandria, VA: ASCD

Tier: Tier 1

Activity - Small Group Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Struggling K-3 elementary students will participate in small group or one-on-one interventions.	Implementation, Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Classroom teachers, interventionists, 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 06/14/2019 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 on one interventions.	Implementation, Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$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 75% increase of All Students will increase student growth in meeting their projected growth targets towards mathematical proficiency in Mathematics by 06/14/2019 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	09/04/2018	06/14/2019	\$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	09/04/2018	06/14/2019	\$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	09/04/2018	06/14/2019	\$0	No Funding Required	teachers, principal

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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	09/04/2018	06/14/2019	\$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: Mathematics

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

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	09/04/2018	06/14/2019	\$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	09/04/2018	06/14/2019	\$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	09/04/2018	06/14/2019	\$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	09/04/2018	06/14/2019	\$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	09/04/2018	06/14/2019	\$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	09/04/2018	06/14/2019	\$0	No Funding Required	teachers

Strategy 2:

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

Category: Mathematics

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	09/04/2018	06/14/2019	\$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	09/04/2018	06/14/2019	\$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		09/04/2018	06/14/2019	\$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	09/04/2018	06/14/2019	\$0	No Funding Required	teachers, paraprofessionals

Goal 4: All students at Knudsen Elementary will be engaged in their education and confident in their ability to be successful.

Measurable Objective 1:

demonstrate a proficiency The number of recess behavior referrals will decrease by 25% by 06/14/2019 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.

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	09/11/2018	09/19/2018	\$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
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	09/20/2018	09/28/2018	\$0	No Funding Required	principal, teachers, social worker

Activity - Mind Up Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan for MindUp lessons at each staff meeting and will implement Mind Up curriculum in classrooms weekly.	Behavioral Support Program	Tier 1	Implement	09/06/2018	05/16/2019	\$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	09/04/2018	06/14/2019	\$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..

Strategy 1:

Culture and Climate - 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., and 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., and Salovey, P.

Marzano, R. and McNulty B. (2005) School Leadership That Works: From Research to Results. Alexandria, VA:ASCD.

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

Tier: Tier 1

Activity - RULER Approach training for new staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trainers who attended the Oakland Schools training will teach/review RULER approach with staff during staff meetings.	Professional Learning, Behavioral Support Program	Tier 1	Getting Ready	09/20/2018	11/15/2018	\$0	No Funding Required	Teachers, social worker, principal
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		10/01/2018	06/14/2019	\$0	No Funding Required	Principal, teachers, support staff, social worker
Activity - Behavior Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Social Worker will assist students in understanding cause/effect behavior and making good choice which allow them to stay in class and participate appropriately.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Social worker, principal, teachers, support staff

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Activity - Restorative Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School staff will be trained in Restorative Practices so that they will be established and implemented school-wide.	Professional Learning	Tier 1	Implement	08/28/2018	06/14/2019	\$0	No Funding Required	Principal, social worker, classroom teachers, support staff, District Central Office Staff

Activity - Recess Alternative Room	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are struggling during recess will meet with Social Worker during recess and engage in restorative practices to help them be successful.	Behavioral Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Principal, Social Worker, noon attendants, classroom teachers

Activity - Kindness Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be recognized for acts of kindness through a variety of school wide activities: Peace Circle, kindness tickets, kindness calls home.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Principal, teachers, support staff, noon attendants

Strategy 2:

Attendance - Attendance will be monitored at all buildings, as well as at the District level. Students who reach 5 absences will receive a parent contact from the teacher, at 7 absences a letter is sent home, and at 10 absences, the District Truancy Officers meets with the parents/guardians of the student. At 20 absences, the student is referred to the Oakland County Court System.

Category: School Culture

Tier: Tier 2

Activity - Attendance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Building staff members will monitor student attendance. Contacts will be made at 5 and 7 absences. A referral to the District Truancy Officer will occur at 10.	Policy and Process	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Principal, social worker, office staff, District Truancy Officer
Activity - Truancy Officer	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At 10 students absences, the truancy officer meets with parents/guardians. At 20 absences, the Truancy Officer makes a referral to the Oakland County court system.	Policy and Process	Tier 2	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Principal, Social Worker, District Truancy Officer

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
ELL Extended Day	ELL students who score at the lowest levels on the WIDA will participate in an extended day program.	Implementation, Academic Support Program	Tier 2	Implement	10/08/2018	06/14/2019	\$15000	ELL Coordinator, extended day teaching staff
raz-kids	Students not making adequate reading process will have access to this on-line reading program to provide additional practice in reading fluency and comprehension.	Implementation	Tier 2	Implement	09/04/2018	06/14/2019	\$800	teachers, professional support staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	09/04/2018	06/14/2019	\$200	teachers
Professional Reading	Teachers will read a variety of professional development resources on vocabulary development.	Professional Learning	Tier 1	Implement	09/06/2018	06/14/2019	\$250	principal, teachers, professional support staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Restorative Practices	School staff will be trained in Restorative Practices so that they will be established and implemented school-wide.	Professional Learning	Tier 1	Implement	08/28/2018	06/14/2019	\$0	Principal, social worker, classroom teachers, support staff, District Central Office Staff
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	09/04/2018	06/14/2019	\$0	teachers
Behavior Supports	School Social Worker will assist students in understanding cause/effect behavior and making good choice which allow them to stay in class and participate appropriately.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Social worker, principal, teachers, support staff
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	09/04/2018	06/14/2019	\$0	Central Office staff, principal
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	09/04/2018	06/14/2019	\$0	Central Office Staff, principal
Math Fact Practice	Teachers will provide students with daily opportunities to practice grade level appropriate math facts.	Supplemental Materials	Tier 1	Implement	09/04/2018	06/14/2019	\$0	teachers, paraprofessionals
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	09/20/2018	09/28/2018	\$0	principal, teachers, social worker
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	09/04/2018	06/14/2019	\$0	Central Office, Learning Coaches, Curriculum Consultants, Principal
Classroom Reading Intervention	Teachers will meet with identified "not yet proficient" groups daily.	Implementation	Tier 2	Implement	09/04/2018	06/14/2019	\$0	teachers, principal

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Attendance	Building staff members will monitor student attendance. Contacts will be made at 5 and 7 absences. A referral to the District Truancy Officer will occur at 10.	Policy and Process	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Principal, social worker, office staff, District Truancy Officer
RULER Approach training for new staff	Trainers who attended the Oakland Schools training will teach/review RULER approach with staff during staff meetings.	Professional Learning, Behavioral Support Program	Tier 1	Getting Ready	09/20/2018	11/15/2018	\$0	Teachers, social worker, principal
Talk Moves	Teachers will implement "talk moves" to increase and deepen student discourse in mathematics.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	teachers, principal
Recess Alternative Room	Students who are struggling during recess will meet with Social Worker during recess and engage in restorative practices to help them be successful.	Behavioral Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	Principal, Social Worker, noon attendants, classroom teachers
Small Group Intervention	Struggling K-3 elementary students will participate in small group or one-on-one interventions.	Implementation, Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	Classroom teachers, interventionists, principal
Truancy Officer	At 10 students absences, the truancy officer meets with parents/guardians. At 20 absences, the Truancy Officer makes a referral to the Oakland County court system.	Policy and Process	Tier 2	Implement	09/04/2018	06/14/2019	\$0	Principal, Social Worker, District Truancy Officer
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	09/04/2018	06/14/2019	\$0	teachers, professional support staff, ELL support, classroom assistants
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	09/04/2018	06/14/2019	\$0	principal, teaching staff, social worker
Professional Learning	Teachers will continue to engage in professional learning to build common language and understanding in order to provide quality reading instruction.	Implementation	Tier 1	Implement	09/04/2018	06/14/2019	\$0	District CIA, Principal

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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	09/06/2018	06/14/2019	\$0	teachers, professional support staff
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	09/04/2018	06/14/2019	\$0	classroom teachers, teaching assistants, principal
Learning Words	Teachers will implement a school-wide focus on learning words. This will consist of a 5 minutes per day routine.	Implementation	Tier 1	Implement	09/04/2018	06/14/2019	\$0	teachers, principal, professional support staff
Mind Up Curriculum	Teachers will plan for MindUp lessons at each staff meeting and will implement Mind Up curriculum in classrooms weekly.	Behavioral Support Program	Tier 1	Implement	09/06/2018	05/16/2019	\$0	principal, teachers, social worker
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		10/01/2018	06/14/2019	\$0	Principal, teachers, support staff, social worker
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
Small Group Instruction	Teachers will meet with identified "not yet proficient" groups in addition to regular classroom mathematics instruction.	Direct Instruction	Tier 2		09/04/2018	06/14/2019	\$0	teachers
Reading Intervention	K-3 Students not making adequate progress will participate in an intervention program with identified reading interventionists.	Implementation, Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	Interventionists, classroom teachers, principal.
Daily Routines	Teachers will implement "daily routines" during math workshop to increase fact fluency.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	teachers, 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	09/11/2018	09/19/2018	\$0	principal, teachers, social worker
Kindness Activities	Students will be recognized for acts of kindness through a variety of school wide activities: Peace Circle, kindness tickets, kindness calls home.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Principal, teachers, support staff, noon attendants

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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	09/04/2018	06/14/2019	\$0	Central Office staff, Learning Coaches, Curriculum Consultants, 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	09/06/2018	06/14/2019	\$0	classroom teachers
Small Group Intervention	Struggling students will participate in small group or one on one interventions.	Implementation, Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	teachers, literacy interventionists, principal
Instructional Monitoring and Feedback	Principal will monitor teachers' implementation of best practices in reading instruction, providing quality feedback to improve instruction.	Walkthrough	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	Building 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	09/04/2018	06/14/2019	\$0	teachers