



# **School Improvement Plan**

**Dorr School**

**Wayland Union Schools**

Mr. Kevin Zschak, Principal  
4159 18TH ST  
DORR, MI 49323-9549

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## **Introduction**

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

# **Improvement Plan Assurance**

## **Introduction**

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

**Improvement Plan Assurance**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

# **School Improvement Goals and Plan 2017-18**

## **Overview**

### **Plan Name**

School Improvement Goals and Plan 2017-18

### **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	Students at Dorr Elementary will be proficient in math.	Objectives: 2 Strategies: 3 Activities: 9	Academic	\$4600
2	Students at Dorr Elementary will be proficient in reading.	Objectives: 2 Strategies: 1 Activities: 9	Academic	\$51850
3	Students at Dorr Elementary will be proficient in writing.	Objectives: 2 Strategies: 1 Activities: 7	Academic	\$600
4	Students will continue to demonstrate positive behavior in the school setting.	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$600
5	Students will be proficient in Science and Social Studies..	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$1000

## Goal 1: Students at Dorr Elementary will be proficient in math.

### Measurable Objective 1:

68% of Pre-K, Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in skills in Mathematics by 06/08/2018 as measured by State Assessments.

### (shared) Strategy 1:

Students will practice fact fluency daily. - Staff will implement basic fact fluency into lessons and develop intervention processes to assist struggling students. In addition computation, fractions, and problem solving through story problems will be areas of focus. Staff will raise their awareness of Common Core Standards, assist in the development of an RTI system for math intervention, and evaluate and monitor on a regular basis. Staff will utilize PLC meetings to discuss NWEA and student achievement progress. Through this strategy:

1. Students will practice fact fluency daily.
2. Students will be provided with manipulatives for fractions to meet the expectations of common core expectations.
3. Students will be provided with extra practice out side of the Math text for problem solving through story problems.

Category: Mathematics

Research Cited: RTI (Response to Intervention), "Pyramid Response to Intervention: RTI, Professional Learning Communities, and How to respond When Kids Don't Learn"; Austin Buffum, Mike Mattos, Chris Weber, "Simplyfying Response to Intervention: Four Essential Guiding Principles"; Buffum, Mattos & Weber, "Learning By Doing"; Dufour, Dufour, Eaker, Many

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work with Math PLC on goals and as grade-level teams to develop a system of monitoring strategies for addressing basic fact fluency, computation, fraction understanding and problem solving through story problems. Baseline data will be gathered in the Fall and reviewed in Spring. Strategies will be developed through Math PLC chairs and PLC meetings and implemented.. Progress will be evaluated through end of the year base line assessment data. Grade level PLC teams will also meet to discuss data and results of NWEA and M-Step assessment data.	Professional Learning	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Other	All grade level teachers, Special Education teachers, non-classroom teachers, PLC Chairs, Principal

Activity - Parent Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will work to educate parents on standards and provide parents with a greater understanding of expectations of what children will be learning. Parent curriculum guides will be sent home in the Fall and reviewed at conferences with individual teachers. Parent volunteers will also be solicited for instructional support in the classroom.	Parent Involvement	Tier 1	Monitor	09/05/2017	06/08/2018	\$100	General Fund	All Classroom Teachers, Special Education Teachers, Principal
<b>Activity - RTI Math Intervention</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>
The RTI process will be used 4 times weekly in math utilizing IXL and/or REFLEX Math as well as additional programs and materials deemed appropriate and based on individual student need. An inclusion aide will be provided to assist with this. Parent volunteers may also be used. In addition, a block RTI Math time at each grade level will be scheduling where an additional aide will be used for a pull out or more intensive intervention as identified by the teacher.	Academic Support Program	Tier 2	Implement	09/05/2017	06/08/2018	\$3000	Other	Classroom Teachers, Special Education Teachers, Principal, Instructional Aide
<b>Activity - Data Analysis</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 receive additional training on NWEA and M-Step data analysis through PD. Teachers will use PLC time to analyze NWEA/M-Step data.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Other	All teachers and principal
<b>Activity - Use of Internet Resources</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 use internet resources for extra practice opportunities in problem solving. (commoncoresheets.com, exemplars.com REFLEX, IXL, Moby Max, etc. ) The IXL program may be used for Story "Word" Problems.	Supplemental Materials	Tier 1	Monitor	09/05/2017	06/08/2018	\$1500	General Fund	Teachers, Instructional Support Personal, Principal
<b>Activity - Differentiated Instruction through small group/individual instruction</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 utilize differentiated instruction through hands on learning. PLC time for teachers may be used to collaborate ideas and strategies.	Direct Instruction	Tier 1	Monitor	09/05/2017	06/08/2018	\$0	No Funding Required	All stakeholders
<b>Activity - NWEA RIT Band Bundles</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>

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Teachers will explore the use of NWEA RIT Band bundles for use during RTI math instruction.	Academic Support Program	Tier 1	Getting Ready	09/05/2017	06/08/2018	\$0	No Funding Required	Teachers
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### (shared) Strategy 2:

Use of manipulatives in fraction work - Students will be provided with manipulatives for fractions to meet the expectations of common core.

Category: Mathematics

Tier: Tier 1

Activity - Manipulative use during instruction and practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Manipulatives will be used during direct instruction and practice for fractions.	Direct Instruction, Materials	Tier 1	Monitor	09/05/2017	06/08/2018	\$0	No Funding Required	Teachers

### (shared) Strategy 3:

Problem Solving Through Word Problems - Students will be provided with extra practice out side of the Math text for problem solving through work problems.

Category: Mathematics

Research Cited: Everyday Math Program

Tier: Tier 1

Activity - Problem Solving Through Word Problems	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided with extra practice outside of the EDM text for problem solving through word problems.	Supplemental Materials, Curriculum Development, Direct Instruction	Tier 1	Implement	09/05/2017	06/08/2018	\$0	No Funding Required	Teachers, Interventionist, Principal

### Measurable Objective 2:

68% of Economically Disadvantaged students will demonstrate a proficiency in math skills in Mathematics by 06/08/2018 as measured by State Assessments.

### (shared) Strategy 1:

Students will practice fact fluency daily. - Staff will implement basic fact fluency into lessons and develop intervention processes to assist struggling students. In addition computation, fractions, and problem solving through story problems will be areas of focus. Staff will raise their awareness of Common Core Standards, assist in the development of an RTI system for math intervention, and evaluate and monitor on a regular basis. Staff will utilize PLC meetings to discuss NWEA and student achievement progress. Through this strategy:

1. Students will practice fact fluency daily.

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- Students will be provided with manipulatives for fractions to meet the expectations of common core expectations.
- Students will be provided with extra practice out side of the Math text for problem solving through story problems.

Category: Mathematics

Research Cited: RTI (Response to Intervention), "Pyramid Response to Intervention: RTI, Professional Learning Communities, and How to respond When Kids Don't Learn"; Austin Buffum, Mike Mattos, Chris Weber, "Simplyfying Response to Intervention: Four Essential Guiding Principles"; Buffum, Mattos & Weber, "Learning By Doing"; Dufour, Dufour, Eaker, Many

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work with Math PLC on goals and as grade-level teams to develop a system of monitoring strategies for addressing basic fact fluency, computation, fraction understanding and problem solving through story problems. Baseline data will be gathered in the Fall and reviewed in Spring. Strategies will be developed through Math PLC chairs and PLC meetings and implemented.. Progress will be evaluated through end of the year base line assessment data. Grade level PLC teams will also meet to discuss data and results of NWEA and M-Step assessment data.	Professional Learning	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Other	All grade level teachers, Special Education teachers, non-classroom teachers, PLC Chairs, Principal
Activity - Parent Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work to educate parents on standards and provide parents with a greater understanding of expectations of what children will be learning. Parent curriculum guides will be sent home in the Fall and reviewed at conferences with individual teachers. Parent volunteers will also be solicited for instructional support in the classroom.	Parent Involvement	Tier 1	Monitor	09/05/2017	06/08/2018	\$100	General Fund	All Classroom Teachers, Special Education Teachers, Principal
Activity - RTI Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The RTI process will be used 4 times weekly in math utilizing IXL and/or REFLEX Math as well as additional programs and materials deemed appropriate and based on individual student need. An inclusion aide will be provided to assist with this. Parent volunteers may also be used. In addition, a block RTI Math time at each grade level will be scheduling where an additional aide will be used for a pull out or more intensive intervention as identified by the teacher.	Academic Support Program	Tier 2	Implement	09/05/2017	06/08/2018	\$3000	Other	Classroom Teachers, Special Education Teachers, Principal, Instructional Aide

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Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive additional training on NWEA and M-Step data analysis through PD. Teachers will use PLC time to analyze NWEA/M-Step data.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Other	All teachers and principal

Activity - Use of Internet Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use internet resources for extra practice opportunities in problem solving. (commoncoresheets.com, exemplars.com REFLEX, IXL, Moby Max, etc. ) The IXL program may be used for Story "Word" Problems.	Supplemental Materials	Tier 1	Monitor	09/05/2017	06/08/2018	\$1500	General Fund	Teachers, Instructional Support Personnel, Principal

Activity - Differentiated Instruction through small group/individual instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize differentiated instruction through hands on learning. PLC time for teachers may be used to collaborate ideas and strategies.	Direct Instruction	Tier 1	Monitor	09/05/2017	06/08/2018	\$0	No Funding Required	All stakeholders

Activity - NWEA RIT Band Bundles	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will explore the use of NWEA RIT Band bundles for use during RTI math instruction.	Academic Support Program	Tier 1	Getting Ready	09/05/2017	06/08/2018	\$0	No Funding Required	Teachers

### (shared) Strategy 2:

Use of manipulatives in fraction work - Students will be provided with manipulatives for fractions to meet the expectations of common core.

Category: Mathematics

Tier: Tier 1

Activity - Manipulative use during instruction and practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Manipulatives will be used during direct instruction and practice for fractions.	Direct Instruction, Materials	Tier 1	Monitor	09/05/2017	06/08/2018	\$0	No Funding Required	Teachers

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### (shared) Strategy 3:

Problem Solving Through Word Problems - Students will be provided with extra practice out side of the Math text for problem solving through work problems.

Category: Mathematics

Research Cited: Everyday Math Program

Tier: Tier 1

Activity - Problem Solving Through Word Problems	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided with extra practice outside of the EDM text for problem solving through word problems.	Supplemental Materials, Curriculum Development, Direct Instruction	Tier 1	Implement	09/05/2017	06/08/2018	\$0	No Funding Required	Teachers, Interventionist, Principal

## Goal 2: Students at Dorr Elementary will be proficient in reading.

### Measurable Objective 1:

68% of Pre-K, Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency with comprehension in Reading by 06/08/2018 as measured by State Assessments in Reading.

### (shared) Strategy 1:

Increased Reading Proficiency - Strategies for students include the following:

1. Students will improve comprehension of reading text through the use of the seven keys: background knowledge, inferring and predicting, summarizing, questioning, evaluating, visualizing, and monitoring and clarifying.
2. Students will use the above keys in both narrative and informational text.

Progress of reading proficiency will be monitored through State Assessments, NWEA and Dibels during the PLC process.

Category: English/Language Arts

Research Cited: Common Core Standards, Richard Allington, Daily Five, Houghton Mifflin, Anita Archer, Charlotte Danielson, "Learning By Doing" Dufour, Dufour, Eaker & Many

Tier: Tier 1

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will provide: differentiated instruction through Daily Five, Café, and/or stations using Aide support through RTI and parent volunteers and use of performance tasks for M-Step. Continue to build and sustain fluency through rereading, reader's theatre, Words Their Way, etc.. Use internet resources such as A-Z Readers, Information Readers RAZ kids, PALS and Readworks. Student reading levels will be determined by use of data from NWEA, MEAP and Dibels. Students at risk will be provided RTI support through a push in and pull out model 5 days a week. This support will be fluid and evaluated every 6 weeks. A variety of programs will be used during RTI support time as well to support student needs..	Direct Instruction	Tier 1	Monitor	09/05/2017	06/08/2018	\$1000	General Fund	All Teachers, Instructional Aides, Instructional support staff, and Principal
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Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will increase parent understanding of student expectations through Common Core parent guides and newsletters. Classroom teachers will discuss expectations with parents in early Fall.	Parent Involvement	Tier 1	Monitor	09/05/2017	06/08/2018	\$50	General Fund	Classroom Teachers

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the MAISA framework for reading and develop units that meet the Common Core through the PLC process. Additional training on NWEA will be provided for those who need it. PLC time will also be used to assist with and understanding of the RTI inclusion model and Differentiated instruction models. Some teachers may attend the MiELA conference. K-3 teachers will receive additional training on the Saxton Phonics program if needed.	Professional Learning	Tier 1	Implement	09/05/2017	06/08/2018	\$10000	Other	All teaching staff, instructional support staff and principal

Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teacher will provide students identified as at risk through the PLC/data analysis process a RTI program. This program will be inclusionary as a push in model and/or a pull out model based on student need. An aide or parent volunteer may assist during this RTI time. The RTI process model will be used 5 days a week.	Academic Support Program	Tier 2	Monitor	09/05/2017	06/08/2018	\$30000	Section 31a	Classroom Teachers, Instructional Aides, Instructional support staff and principal

Activity - Curriculum Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will meet over the summer as a grade level to develop an ELA scope and sequence of curriculum. Amount of time needed has been budgeted by the curriculum director.	Curriculum Development	Tier 1		09/05/2017	06/08/2018	\$8000	Other	Teachers, Curriculum Director
<b>Activity - Phonics Instruction</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>
Saxton Phonics has been purchased for all K-3 teachers. K-3 teachers will continue using Saxton Phonics. Additional training will be provided where needed through Flex PD.	Direct Instruction	Tier 1	Implement	09/05/2017	06/08/2018	\$0	No Funding Required	Teachers
<b>Activity - Additional Resources</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 use internet resources for reading such as A-Z Readers, Information Readers, Read-works, IXL, Raz-kids, PALS, Moby Max, etc. to supplement reading materials and support the use of the 7 keys in both narrative and informational text.	Technology	Tier 1	Monitor	09/05/2017	06/08/2018	\$1000	Other	Teachers, Instructional support staff, Principal
<b>Activity - Handwriting Without Tears</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>
The Handwriting Without Tears Program will be implemented at the Y5-K level Teachers will receive training.	Academic Support Program	Tier 1	Getting Ready	09/05/2017	06/08/2018	\$1800	General Fund	Y5-K teachers, Curriculum Director
<b>Activity - Media Skills</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>
Students will strengthen reading skills and knowledge through self-selected reading and grade level specific genre instruction during Media special.	Academic Support Program	Tier 1	Monitor	09/05/2017	06/08/2018	\$0	No Funding Required	Media Teacher

### Measurable Objective 2:

A 50% increase of Economically Disadvantaged students will demonstrate a proficiency for language arts in Reading by 06/01/2016 as measured by State Assessments in Reading..

### (shared) Strategy 1:

Increased Reading Proficiency - Strategies for students include the following:

1. Students will improve comprehension of reading text through the use of the seven keys: background knowledge, inferring and predicting, summarizing, questioning, evaluating, visualizing, and monitoring and clarifying.
2. Students will use the above keys in both narrative and informational text.

Progress of reading proficiency will be monitored through State Assessments, NWEA and Dibels during the PLC process.

Category: English/Language Arts

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Research Cited: Common Core Standards, Richard Allington, Daily Five, Houghton Mifflin, Anita Archer, Charlotte Danielson, "Learning By Doing" Dufour, Dufour, Eaker & Many

Tier: Tier 1

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide: differentiated instruction through Daily Five, Café, and/or stations using Aide support through RTI and parent volunteers and use of performance tasks for M-Step. Continue to build and sustain fluency through rereading, reader's theatre, Words Their Way, etc.. Use internet resources such as A-Z Readers, Information Readers RAZ kids, PALS and Readworks. Student reading levels will be determined by use of data from NWEA, MEAP and Dibels. Students at risk will be provided RTI support through a push in and pull out model 5 days a week. This support will be fluid and evaluated every 6 weeks. A variety of programs will be used during RTI support time as well to support student needs..	Direct Instruction	Tier 1	Monitor	09/05/2017	06/08/2018	\$1000	General Fund	All Teachers, Instructional Aides, Instructional support staff, and Principal
Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will increase parent understanding of student expectations through Common Core parent guides and newsletters. Classroom teachers will discuss expectations with parents in early Fall.	Parent Involvement	Tier 1	Monitor	09/05/2017	06/08/2018	\$50	General Fund	Classroom Teachers
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the MAISA framework for reading and develop units that meet the Common Core through the PLC process. Additional training on NWEA will be provided for those who need it. PLC time will also be used to assist with and understanding of the RTI inclusion model and Differentiated instruction models. Some teachers may attend the MiELA conference. K-3 teachers will receive additional training on the Saxton Phonics program if needed.	Professional Learning	Tier 1	Implement	09/05/2017	06/08/2018	\$10000	Other	All teaching staff, instructional support staff and principal
Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The teacher will provide students identified as at risk through the PLC/data analysis process a RTI program. This program will be inclusionary as a push in model and/or a pull out model based on student need. An aide or parent volunteer may assist during this RTI time. The RTI process model will be used 5 days a week.	Academic Support Program	Tier 2	Monitor	09/05/2017	06/08/2018	\$30000	Section 31a	Classroom Teachers, Instructional Aides, Instructional support staff and principal
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Activity - Curriculum Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet over the summer as a grade level to develop an ELA scope and sequence of curriculum. Amount of time needed has been budgeted by the curriculum director.	Curriculum Development	Tier 1		09/05/2017	06/08/2018	\$8000	Other	Teachers, Curriculum Director

Activity - Phonics Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Saxton Phonics has been purchased for all K-3 teachers. K-3 teachers will continue using Saxton Phonics. Additional training will be provided where needed through Flex PD.	Direct Instruction	Tier 1	Implement	09/05/2017	06/08/2018	\$0	No Funding Required	Teachers

Activity - Additional Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use internet resources for reading such as A-Z Readers, Information Readers, Read-works, IXL, Raz-kids, PALS, Moby Max, etc. to supplement reading materials and support the use of the 7 keys in both narrative and informational text.	Technology	Tier 1	Monitor	09/05/2017	06/08/2018	\$1000	Other	Teachers, Instructional support staff, Principal

Activity - Handwriting Without Tears	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Handwriting Without Tears Program will be implemented at the Y5-K level Teachers will receive training.	Academic Support Program	Tier 1	Getting Ready	09/05/2017	06/08/2018	\$1800	General Fund	Y5-K teachers, Curriculum Director

Activity - Media Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will strengthen reading skills and knowledge through self-selected reading and grade level specific genre instruction during Media special.	Academic Support Program	Tier 1	Monitor	09/05/2017	06/08/2018	\$0	No Funding Required	Media Teacher

### Goal 3: Students at Dorr Elementary will be proficient in writing.

**Measurable Objective 1:**

67% of Pre-K, Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in written skills in Writing by 06/08/2018 as measured by rubrics used from Writing Pathways..

**(shared) Strategy 1:**

Systemic Daily Writing Instruction with Fidelity - Staff will continue in the 5th year of implementing Common Core MAISA Writing Units grades K-4 Through this process the student will:

- 1 Implement a specific part of the "Writing Process" daily.
- 2.Engage in journal writing on a given topic weekly.
- 3 Receive direct instruction on conventions and their use in written expression.

Category: English/Language Arts

Research Cited: Common Core MAISA Writing Units, "Learning By Doing", Dufour, Dufor, Eaker & Many

Tier: Tier 1

Activity - Instructional Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teacher will use the MAISA framework during writing instruction across the curriculum. (modeling, guiding,...etc.) The teacher will provide each student with a journal for weekly writing which is separate from the MAISA writing journal. Teachers will also implement writing across curriculum. (Everyday Math, etc.)	Direct Instruction	Tier 1	Implement	09/05/2017	06/08/2018	\$500	Other	All teachers, Special education teachers, Principal
Activity - Parent Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teacher will distribute ELA curriculum guides to parents on writing expectations within the Common Core no later than fall conferences.	Parent Involvement	Tier 1	Monitor	09/05/2017	06/08/2018	\$0	General Fund	All Classroom teachers
Activity - Differentiated Instruction through the RTI process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The teacher will develop time for conferencing with students and differentiate instruction per student needs. The teacher will use the Differentiated Instruction process to address challenging lessons and intervention needs in writing. The RTI process may be used to address challenging lessons and differentiate instruction per student needs.	Direct Instruction	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Other	Classroom teachers, instructional support staff, aides and principal
<b>Activity - Professional Development</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>
Resource text on utilizing editing will be available in staff professional library. Teachers will determine developmentally appropriate local assessments, MAISA unit adjustments and journal writing expectations through the PLC process at the grade level and include ancillary staff. Writing Pathways will be utilized. Some teachers may attend the MiELA conference and report their findings. Further Saxton Phonics training will occur for K-3 teachers if needed. Teachers will meet over the summer to continue to develop a comprehensive ELA scope and sequence. PLC and PD days may be used for any of the above professional development.	Professional Learning	Tier 1	Implement	09/05/2017	06/08/2018	\$0	No Funding Required	Classroom Teachers, Ancillary Staff, Instructional Support Staff, and Principal
<b>Activity - Technology Integration</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>
The teacher will integrate technology into the writing process. (Blogging, Microsoft Word.) Media Services will determine grade level expectations for word.	Technology	Tier 1	Implement	09/05/2017	06/08/2018	\$0	No Funding Required	All teaching staff, instructional support and principal
<b>Activity - Writing on Weekly Social Skills</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>
Students will write weekly in response to a "Social Skill Prompt" announced by the Principal. These will be recorded in a journal separate from the MAISA writing journal.	Academic Support Program	Tier 1	Implement	09/05/2017	06/08/2018	\$100	Other	Teachers and Principal
<b>Activity - Develop Rubrics</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>

## School Improvement Plan

Dorr School

Determine developmentally appropriate local assessments and simplify Rubrics in Writing Pathways.	Academic Support Program, Curriculum Development	Tier 1	Getting Ready	09/05/2017	06/08/2018	\$0	No Funding Required	Teachers
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### Measurable Objective 2:

A 50% increase of Economically Disadvantaged students will demonstrate a proficiency in written expression in Writing by 06/01/2016 as measured by State Assessments in writing..

### (shared) Strategy 1:

Systemic Daily Writing Instruction with Fidelity - Staff will continue in the 5th year of implementing Common Core MAISA Writing Units grades K-4 Through this process the student will:

- 1 Implement a specific part of the "Writing Process" daily.
- 2.Engage in journal writing on a given topic weekly.
- 3 Receive direct instruction on conventions and their use in written expression.

Category: English/Language Arts

Research Cited: Common Core MAISA Writing Units, "Learning By Doing", Dufour, Dufor, Eaker & Many

Tier: Tier 1

Activity - Instructional Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teacher will use the MAISA framework during writing instruction across the curriculum. (modeling, guiding,...etc.) The teacher will provide each student with a journal for weekly writing which is separate from the MAISA writing journal. Teachers will also implement writing across curriculum. (Everyday Math, etc.)	Direct Instruction	Tier 1	Implement	09/05/2017	06/08/2018	\$500	Other	All teachers, Special education teachers, Principal

Activity - Parent Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teacher will distribute ELA curriculum guides to parents on writing expectations within the Common Core no later than fall conferences.	Parent Involvement	Tier 1	Monitor	09/05/2017	06/08/2018	\$0	General Fund	All Classroom teachers

Activity - Differentiated Instruction through the RTI process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

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The teacher will develop time for conferencing with students and differentiate instruction per student needs. The teacher will use the Differentiated Instruction process to address challenging lessons and intervention needs in writing. The RTI process may be used to address challenging lessons and differentiate instruction per student needs.	Direct Instruction	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Other	Classroom teachers, instructional support staff, aides and principal
<b>Activity - Professional Development</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>
Resource text on utilizing editing will be available in staff professional library. Teachers will determine developmentally appropriate local assessments, MAISA unit adjustments and journal writing expectations through the PLC process at the grade level and include ancillary staff. Writing Pathways will be utilized. Some teachers may attend the MiELA conference and report their findings. Further Saxton Phonics training will occur for K-3 teachers if needed. Teachers will meet over the summer to continue to develop a comprehensive ELA scope and sequence. PLC and PD days may be used for any of the above professional development.	Professional Learning	Tier 1	Implement	09/05/2017	06/08/2018	\$0	No Funding Required	Classroom Teachers, Ancillary Staff, Instructional Support Staff, and Principal
<b>Activity - Technology Integration</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>
The teacher will integrate technology into the writing process. (Blogging, Microsoft Word.) Media Services will determine grade level expectations for word.	Technology	Tier 1	Implement	09/05/2017	06/08/2018	\$0	No Funding Required	All teaching staff, instructional support and principal
<b>Activity - Writing on Weekly Social Skills</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>
Students will write weekly in response to a "Social Skill Prompt" announced by the Principal. These will be recorded in a journal separate from the MAISA writing journal.	Academic Support Program	Tier 1	Implement	09/05/2017	06/08/2018	\$100	Other	Teachers and Principal
<b>Activity - Develop Rubrics</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>

## School Improvement Plan

Dorr School

Determine developmentally appropriate local assessments and simplify Rubrics in Writing Pathways.	Academic Support Program, Curriculum Development	Tier 1	Getting Ready	09/05/2017	06/08/2018	\$0	No Funding Required	Teachers
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### Goal 4: Students will continue to demonstrate positive behavior in the school setting.

#### Measurable Objective 1:

demonstrate a proficiency 80% of the all students will receive 1 or less behavior referrals. by 06/08/2018 as measured by referrals in Infinite Campus.

#### Strategy 1:

School Wide Behavior Expectation Plan - 1. Students will continue to follow classroom rules and expectations.

2. Students will be rewarded for positive behavior.

Category: School Culture

Tier: Tier 1

Activity - Review Behavior Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teacher will review behavior expectations at least 4 times per year as determined in the CHAMPS program and the PBiS committee and at additional times throughout the year as needed. ... Parents will receive a copy of these expectations 2 times a year, including the beginning of the year and after winter break..	Behavioral Support Program	Tier 1	Implement	09/05/2017	06/08/2018	\$0	No Funding Required	Classroom Teachers, Dean of Students, School Social Worker, Support Staff, and Principal

Activity - Anti-bullying presentation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An Anti-bullying presentation will take place twice yearly. The first at the beginning of the year. The School Social Worker will send out points or video to review with students The second after spring break.	Behavioral Support Program	Tier 1	Implement	09/05/2017	06/08/2018	\$0	No Funding Required	Social Worker, PBiS committee, Principal, Classroom Teachers, Support Staff



## School Improvement Plan

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Activity - Student of the Month	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to nominate students of the month for character traits. Instruction on the character trait for the month will occur at the beginning of the month. A connection to the character trait will be made weekly during the pledge/announcements. Teachers will then engage students in a writing prompt that connects to the trait. Student names will be announced and posted with honor.	Behavioral Support Program	Tier 1	Monitor	09/05/2017	06/08/2018	\$100	Other	Principal, Dean of Students, Classroom Teachers
Activity - Define Management vs. Discipline	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Define classroom management verses classroom discipline through the PLC time. Utilize the Dean of Students for help with behavior issues and behavior management. A systemic referral system for extreme behaviors will be developed by the PBiS committee.	Behavioral Support Program	Tier 1	Getting Ready	09/05/2017	06/08/2018	\$0	No Funding Required	Principal, Dean of Students, PBiS Committee, Classroom Teachers
Activity - School Improvement Plan Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PBiS Committee will review PBiS School Improvement plan each meeting to monitor progress. The Committee will then assign 1 person to send out reminder emails for all activities needing attention.	Behavioral Support Program		Implement	09/05/2017	06/08/2018	\$0	No Funding Required	PBiS committee members
Activity - CHAMPS implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue CHAMPS expectations with the implementation of the program.	Behavioral Support Program	Tier 1	Implement	09/05/2017	06/08/2018	\$500	Other	Teachers, Principal, Dean of Student, Ancillary Staff.

## Goal 5: Students will be proficient in Science and Social Studies..

### Measurable Objective 1:

45% of Pre-K, Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in scientific methods in Science by 06/08/2018 as measured by State Assessments.

## School Improvement Plan

Dorr School

### Strategy 1:

Cross Curricular Instruction - Through instruction in science and social studies, the student will

1. Use writing strategies integrated through science and social studies.
2. Use science and social studies in reading as a means to explore informational text.
3. 80% of the students will receive science and social studies instruction, as defined by the curriculum, for 150 minutes per week.

Category: Science

Tier:

Activity - Curriculum Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will spend time reviewing science and social studies curriculum during summer PD. Science materials will be piloted during the 2017-18 school year. Social Studies will begin to be implemented through the MAISA SS units during the 2017-18 year.	Professional Learning	Tier 1	Getting Ready	09/05/2017	06/08/2018	\$0	No Funding Required	Classroom Teachers
Activity - Cross Curricular Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teacher will integrate science and social studies into reading and writing instruction. If needed staff will receive training on integrating science into reading if needed. (conferences ,mentor/mentee collaboration, highly effective teacher input	Direct Instruction	Tier 1	Getting Ready	09/05/2017	06/08/2018	\$0	No Funding Required	Classroom Teacher and Principal
Activity - Use of materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teacher will utilize Reading A to Z, Time for Kids, Weekly Readers etc. as informational text that connects to given concepts.	Supplemental Materials	Tier 1	Getting Ready	09/05/2017	06/08/2018	\$1000	Other	Classroom Teacher

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Practices	The teacher will use the MAISA framework during writing instruction across the curriculum. (modeling, guiding,...etc.) The teacher will provide each student with a journal for weekly writing which is separate from the MAISA writing journal. Teachers will also implement writing across curriculum. (Everyday Math, etc.)	Direct Instruction	Tier 1	Implement	09/05/2017	06/08/2018	\$500	All teachers, Special education teachers, Principal
Professional Development	Teachers will use the MAISA framework for reading and develop units that meet the Common Core through the PLC process. Additional training on NWEA will be provided for those who need it. PLC time will also be used to assist with and understanding of the RTI inclusion model and Differentiated instruction models. Some teachers may attend the MiELA conference. K-3 teachers will receive additional training on the Saxton Phonics program if needed.	Professional Learning	Tier 1	Implement	09/05/2017	06/08/2018	\$10000	All teaching staff, instructional support staff and principal
Use of materials	The teacher will utilize Reading A to Z, Time for Kids, Weekly Readers etc. as informational text that connects to given concepts.	Supplemental Materials	Tier 1	Getting Ready	09/05/2017	06/08/2018	\$1000	Classroom Teacher
Student of the Month	Continue to nominate students of the month for character traits. Instruction on the character trait for the month will occur at the beginning of the month. A connection to the character trait will be made weekly during the pledge/announcements. Teachers will then engage students in a writing prompt that connects to the trait. Student names will be announced and posted with honor.	Behavioral Support Program	Tier 1	Monitor	09/05/2017	06/08/2018	\$100	Principal, Dean of Students, Classroom Teachers
CHAMPS implementation	Staff will continue CHAMPS expectations with the implementation of the program.	Behavioral Support Program	Tier 1	Implement	09/05/2017	06/08/2018	\$500	Teachers, Principal, Dean of Student, Ancillary Staff.

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Curriculum Development	Teachers will meet over the summer as a grade level to develop an ELA scope and sequence of curriculum. Amount of time needed has been budgeted by the curriculum director.	Curriculum Development	Tier 1		09/05/2017	06/08/2018	\$8000	Teachers, Curriculum Director
Differentiated Instruction through the RTI process	The teacher will develop time for conferencing with students and differentiate instruction per student needs. The teacher will use the Differentiated Instruction process to address challenging lessons and intervention needs in writing. The RTI process may be used to address challenging lessons and differentiate instruction per student needs.	Direct Instruction	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Classroom teachers, instructional support staff, aides and principal
Additional Resources	Teachers will use internet resources for reading such as A-Z Readers, Information Readers, Readworks, IXL, Raz-kids, PALS, Moby Max, etc. to supplement reading materials and support the use of the 7 keys in both narrative and informational text.	Technology	Tier 1	Monitor	09/05/2017	06/08/2018	\$1000	Teachers, Instructional support staff, Principal
Professional Learning Communities	Staff will work with Math PLC on goals and as grade-level teams to develop a system of monitoring strategies for addressing basic fact fluency, computation, fraction understanding and problem solving through story problems. Baseline data will be gathered in the Fall and reviewed in Spring. Strategies will be developed through Math PLC chairs and PLC meetings and implemented.. Progress will be evaluated through end of the year base line assessment data. Grade level PLC teams will also meet to discuss data and results of NWEA and M-Step assessment data.	Professional Learning	Tier 1	Implement	09/05/2017	06/08/2018	\$0	All grade level teachers, Special Education teachers, non-classroom teachers, PLC Chairs, Principal
Data Analysis	Teachers will receive additional training on NWEA and M-Step data analysis through PD. Teachers will use PLC time to analyze NWEA/M-Step data.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/08/2018	\$0	All teachers and principal
Writing on Weekly Social Skills	Students will write weekly in response to a "Social Skill Prompt" announced by the Principal. These will be recorded in a journal separate from the MAISA writing journal.	Academic Support Program	Tier 1	Implement	09/05/2017	06/08/2018	\$100	Teachers and Principal
RTI Math Intervention	The RTI process will be used 4 times weekly in math utilizing IXL and/or REFLEX Math as well as additional programs and materials deemed appropriate and based on individual student need. An inclusion aide will be provided to assist with this. Parent volunteers may also be used. In addition, a block RTI Math time at each grade level will be scheduling where an additional aide will be used for a pull out or more intensive intervention as identified by the teacher.	Academic Support Program	Tier 2	Implement	09/05/2017	06/08/2018	\$3000	Classroom Teachers, Special Education Teachers, Principal, Instructional Aide

**School Improvement Plan**

Dorr School

**Section 31a**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Response to Intervention	The teacher will provide students identified as at risk through the PLC/data analysis process a RTI program. This program will be inclusionary as a push in model and/or a pull out model based on student need. An aide or parent volunteer may assist during this RTI time. The RTI process model will be used 5 days a week.	Academic Support Program	Tier 2	Monitor	09/05/2017	06/08/2018	\$30000	Classroom Teachers, Instructional Aides, Instructional support staff and principal

**No Funding Required**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
NWEA RIT Band Bundles	Teachers will explore the use of NWEA RIT Band bundles for use during RTI math instruction.	Academic Support Program	Tier 1	Getting Ready	09/05/2017	06/08/2018	\$0	Teachers
Technology Integration	The teacher will integrate technology into the writing process. (Blogging, Microsoft Word.) Media Services will determine grade level expectations for word.	Technology	Tier 1	Implement	09/05/2017	06/08/2018	\$0	All teaching staff, instructional support and principal
Cross Curricular Integration	The teacher will integrate science and social studies into reading and writing instruction. If needed staff will receive training on integrating science into reading if needed. (conferences ,mentor/mentee collaboration, highly effective teacher input	Direct Instruction	Tier 1	Getting Ready	09/05/2017	06/08/2018	\$0	Classroom Teacher and Principal
Problem Solving Through Word Problems	Students will be provided with extra practice outside of the EDM text for problem solving through word problems.	Supplemental Materials, Curriculum Development, Direct Instruction	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Teachers, Interventionist, Principal

# School Improvement Plan

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Professional Development	Resource text on utilizing editing will be available in staff professional library. Teachers will determine developmentally appropriate local assessments, MAISA unit adjustments and journal writing expectations through the PLC process at the grade level and include ancillary staff. Writing Pathways will be utilized. Some teachers may attend the MiELA conference and report their findings. Further Saxton Phonics training will occur for K-3 teachers if needed. Teachers will meet over the summer to continue to develop a comprehensive ELA scope and sequence. PLC and PD days may be used for any of the above professional development.	Professional Learning	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Classroom Teachers, Ancillary Staff, Instructional Support Staff, and Principal
Anti-bullying presentation	An Anti-bullying presentation will take place twice yearly. The first at the beginning of the year. The School Social Worker will send out points or video to review with students. The second after spring break.	Behavioral Support Program	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Social Worker, PBIS committee, Principal, Classroom Teachers, Support Staff
Differentiated Instruction through small group/individual instruction	Teachers will utilize differentiated instruction through hands on learning. PLC time for teachers may be used to collaborate ideas and strategies.	Direct Instruction	Tier 1	Monitor	09/05/2017	06/08/2018	\$0	All stakeholders
Media Skills	Students will strengthen reading skills and knowledge through self-selected reading and grade level specific genre instruction during Media special.	Academic Support Program	Tier 1	Monitor	09/05/2017	06/08/2018	\$0	Media Teacher
Curriculum Review	The staff will spend time reviewing science and social studies curriculum during summer PD. Science materials will be piloted during the 2017-18 school year. Social Studies will begin to be implemented through the MAISA SS units during the 2017-18 year.	Professional Learning	Tier 1	Getting Ready	09/05/2017	06/08/2018	\$0	Classroom Teachers
Develop Rubrics	Determine developmentally appropriate local assessments and simplify Rubrics in Writing Pathways.	Academic Support Program, Curriculum Development	Tier 1	Getting Ready	09/05/2017	06/08/2018	\$0	Teachers

## School Improvement Plan

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School Improvement Plan Review	The PBiS Committee will review PBiS School Improvement plan each meeting to monitor progress. The Committee will then assign 1 person to send out reminder emails for all activities needing attention.	Behavioral Support Program		Implement	09/05/2017	06/08/2018	\$0	PBiS committee members
Phonics Instruction	Saxton Phonics has been purchased for all K-3 teachers. K-3 teachers will continue using Saxton Phonics. Additional training will be provided where needed through Flex PD.	Direct Instruction	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Teachers
Define Management vs. Discipline	Define classroom management verses classroom discipline through the PLC time. Utilize the Dean of Students for help with behavior issues and behavior management. A systemic referral system for extreme behaviors will be developed by the PBiS committee.	Behavioral Support Program	Tier 1	Getting Ready	09/05/2017	06/08/2018	\$0	Principal, Dean of Students, PBiS Committee, Classroom Teachers
Manipulative use during instruction and practice	Manipulatives will be used during direct instruction and practice for fractions.	Direct Instruction, Materials	Tier 1	Monitor	09/05/2017	06/08/2018	\$0	Teachers
Review Behavior Expectations	The teacher will review behavior expectations at least 4 times per year as determined in the CHAMPS program and the PBiS committee and at additional times throughout the year as needed. .. Parents will receive a copy of these expectations 2 times a year, including the beginning of the year and after winter break..	Behavioral Support Program	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Classroom Teachers, Dean of Students, School Social Worker, Support Staff, and Principal

### General Fund

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

Dorr School

Differentiated Instruction	Teachers will provide: differentiated instruction through Daily Five, Café, and/or stations using Aide support through RTI and parent volunteers and use of performance tasks for M-Step. Continue to build and sustain fluency through rereading, reader's theatre, Words Their Way, etc.. Use internet resources such as A-Z Readers, Information Readers RAZ kids, PALS and Readworks. Student reading levels will be determined by use of data from NWEA, MEAP and Dibels. Students at risk will be provided RTI support through a push in and pull out model 5 days a week. This support will be fluid and evaluated every 6 weeks. A variety of programs will be used during RTI support time as well to support student needs..	Direct Instruction	Tier 1	Monitor	09/05/2017	06/08/2018	\$1000	All Teachers, Instructional Aides, Instructional support staff, and Principal
Parent Involvement	Staff will increase parent understanding of student expectations through Common Core parent guides and newsletters. Classroom teachers will discuss expectations with parents in early Fall.	Parent Involvement	Tier 1	Monitor	09/05/2017	06/08/2018	\$50	Classroom Teachers
Handwriting Without Tears	The Handwriting Without Tears Program will be implemented at the Y5-K level Teachers will receive training.	Academic Support Program	Tier 1	Getting Ready	09/05/2017	06/08/2018	\$1800	Y5-K teachers, Curriculum Director
Parent Communication	Staff will work to educate parents on standards and provide parents with a greater understanding of expectations of what children will be learning. Parent curriculum guides will be sent home in the Fall and reviewed at conferences with individual teachers. Parent volunteers will also be solicited for instructional support in the classroom.	Parent Involvement	Tier 1	Monitor	09/05/2017	06/08/2018	\$100	All Classroom Teachers, Special Education Teachers, Principal
Parent Communication	The teacher will distribute ELA curriculum guides to parents on writing expectations within the Common Core no later than fall conferences.	Parent Involvement	Tier 1	Monitor	09/05/2017	06/08/2018	\$0	All Classroom teachers
Use of Internet Resources	Teachers will use internet resources for extra practice opportunities in problem solving. (commoncoresheets.com, exemplars.com REFLEX, IXL, Moby Max, etc. ) The IXL program may be used for Story "Word" Problems.	Supplemental Materials	Tier 1	Monitor	09/05/2017	06/08/2018	\$1500	Teachers, Instructional Support Personal, Principal