

# Dorr Elementary School

## ANNUAL REPORT FOR 2021-2022

Dorr Elementary  
4159 18th Street  
Dorr, MI 49323  
Phone: 616.681.9637  
[www.waylandunion.org](http://www.waylandunion.org)

Principal, Robin Seniura  
Assistant Principal, Andrew Augustin

### *Mission Statement*

We will challenge and inspire  
all students to become  
lifelong learners and  
productive citizens.

January 31, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2021-22 educational progress for Dorrr Elementary. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Principal, Robin Seniura for assistance.

The AER is available for you to review electronically by visiting the following web site [2021-2022 Dorrr Elementary AER](#), or you may review a copy in the main office at your child's school.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2018-19. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2017-18. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2016-17. Some schools are not identified with any of these labels. In these cases, no label is given. Dorrr Elementary has not been given one of these labels.

Dorr Elementary School houses preschool through 3rd grade students from the Dorrr/Moline Communities. The staff at Dorrr Elementary School works extremely hard to provide an environment that is inviting to parents and focused on the individual needs of each child.



**WAYLAND UNION SCHOOLS**  
HOME OF THE WILDCATS

Utilizing a Push-In and Pull Out Response to Intervention model for Reading and Math instruction, Dorr Elementary consistently strives to assist all learners in meeting their individual progress. This is done through grade level planning meetings that occur on a six week basis where all students are discussed as a grade level, classroom and then individuals. This team focus has allowed us the opportunity to individualize instruction, build instructional capacity, and meet the various needs of our learners. The data from this process has demonstrated positive growth for ALL of our students ranging from those that struggle to those that consistently out-perform grade level expectations.

State law requires that we also report additional information:

#### **Process for assigning pupils to the school**

Students are assigned to Dorr Elementary School based upon geographical location. Boundaries for busing exist in the district's four elementary schools. If parents request Dorr Elementary School as part of their schools of choice option, they must provide their own transportation.

#### **School Improvement Plan**

Dorr Elementary has an Early Childhood, 3 and 4 year old pre-school, through 3rd grade program. Our School Improvement Plan continues to focus on Early Literacy, Math Skills and Social Emotional growth. Strategies associated with the plan include but are not limited to: a Multi-Tiered System of Support (MTSS) that helps students at all levels including Push In and Pull Out small group interventions for both at and below grade level students, Second Step SEL curriculum and PBIS school wide initiatives.

More detailed information regarding the School Improvement Plan is available on the district website [www.waylandunion.org](http://www.waylandunion.org) or by contacting the building principal.

#### **Special Programs**

Wayland Union Schools provides all students with an exceptional academic education, geared towards individual student needs. Individualized supports, interventions and opportunities are provided to empower students to reach their full potential. For students who are eligible for special education we provide a continuum of services to meet their needs. The Individualized Educational Plan Team (IEPT) makes decisions regarding the appropriate programs and services providing a Free Appropriate Public Education (FAPE) in the least restrictive environment. Along with instructional support, the district employs ancillary support services that include speech and language pathologists, school social workers, teacher consultants, occupational therapists, and school psychologists. In cooperation with Allegan Area Educational Service Agency (AAESA), we also provide teacher consultant services for visual impairments, hearing impairments, autism spectrum disorder, and orientation and mobility, behavioral consultants and physical therapists.

Special education programs are provided in compliance with the Individuals with Disabilities Education Act (IDEA), Michigan Administrative Rules for Special Education (MARSE) and the Allegan Area Educational Service Agency's ISD Plan. Special education programs are located in each building in the district and are based on each individual student's level of need as an alternative to the disability specific programs outlined in MARSE. Programs and services for our youngest students, age birth to three, and for our students whose level of need requires extensive ongoing support throughout the day are provided through AAESA.

#### **Core Curriculum**

The core curriculum provides a framework for our educational programs. It is a set of expectations all students should achieve to progress in their schooling. We are working to deliver a curriculum that provides all students with the knowledge and skills necessary for living effectively today and in the future.

Dorr Elementary teachers use district approved curriculum resources to implement our core instruction. These include Language Arts, Math, Science, Social Studies, Technology, Fine and Performing Arts, and Physical Education. All areas of the curriculum are reviewed annually within a five-year cycle.

The five year process includes reviewing the current curriculum along with the revisions received from the Michigan Department of Education, revising the curriculum, implementing the revision, monitoring the implementation, and finally, evaluating the data and the curriculum revisions to determine when certain concepts should be introduced at

a particular grade level. Curriculum revisions and/or textbook and software purchases are reviewed and recommended to the Board of Education by the District School Improvement Committee.

Teachers receive professional development and training in areas of the curriculum that have been revised or when students have not been able to demonstrate adequate performance. It is important for teachers to be aware of each individual student that is not performing to district and state standards, and plan their instruction accordingly. Our curriculum provides expanded opportunities designed to meet individual needs. Course offerings exceed core curriculum requirements established by the Michigan Department of Education. Strong academic programming is supported by quality technology and facilities. Please contact the Assistant Superintendent of Instruction for access to district curriculum guides.

Integrated with our core academic curriculum and enhancing a student's quality educational experiences are:

- Community partnerships
- Field trips, assemblies, and special activities/events
- Integration of technology into instruction and assessment
- Library-media resources
- Active and involved parent participation

Student achievement remains our top priority. Higher standards and greater expectations have resulted in the implementation of a variety of instructional methods, progressive teaching strategies, and specialized programs designed to respond to the individual needs and learning styles of a diverse student population. We offer a demanding academic schedule for all students with an emphasis on post-secondary preparation skills.

We embrace the concept of a brain-compatible learning environment, recognizing that individuals learn at different rates of growth through different methods of instruction and a variety of teaching/learning styles. Our curriculum makes provisions for the variability of academic skills, interests, and social, emotional, and physical development within our student population.

**Aggregate Student Achievement Results on District Assessments and Nationally Normed Achievement Tests**

Note that student assessment and accountability data are not included in the 2021-22 AER due to federal waivers.

**Parent Involvement:**

Parent and community involvement in the education of children and participation in the life of a school are reflected in many ways. One avenue is attendance at parent-teacher conferences:

2021-2022	Fall 94%	
2020-2021	Fall 61%	Spring 50%
2019-2020	95% overall	

Dorr PTO is an active and dynamic part of the school community which supports and enhances the instructional programs and activities at Dorr Elementary School.

Dorr Elementary School is proud to provide our students with a comprehensive education which includes instruction in core content areas, small group push in and pull out interventions, Music, Physical Education, Art, Media and daily life skills through our PBIS initiatives. Our staff, PTO and parent volunteers help our 400 students grow and learn both academically and social emotionally.

Sincerely,

Robin Seniura  
Principal, Dorr Elementary School