



School Improvement Plan

Dort Elementary School

Roseville Community Schools

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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

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	We used Goals and Plans	

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Staff and parent representatives looked at standardized testing results, diagnostic testing results, and leveled direct instruction testing to locate and identify building and student needs. Also, the state on-line surveys were administered to parents and staff in the 2017-2018 school year. Parents completed the survey during Parent Teacher Conferences.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

Parents and staff feel the quality of education that we are providing students in reading, writing, and math is good to very good.

The staff agrees that their knowledge and talents are used to support student learning and that experimentation with new ideas is encouraged. The staff feels that more time and resources, especially in the area of collaboration, are needed to ensure student success. The staff feels that Direct Instruction in reading and math have helped to improve student skills. Staff agrees that more needs to be done in the area of reading comprehension and math problem solving. Although student achievement has increased over last year, these are still areas of concern based on results.

Overall students in fourth and fifth grade feel positive about their school, teachers, and families supporting their learning. A continuing area of concern is student to student relationships.

Overall students in kindergarten through third grade feel positive about their school, teachers, and families supporting their learning.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

According to the survey parents and staff feel that the goals are selected based on the needs assessment and the data collected. Analysis of local and standardized testing show students scores are improving, however, comprehension, problem solving (word problems), and vocabulary skills are still areas of concern.

In response to this we are continuing our Reading Mastery and Corrective Reading implementations, as well as, Connecting Math Concepts.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

Through implementation of Direct instruction we address our whole school population. At-risk students are identified by teacher observation, and state and local assessments. Core classroom instruction addresses school wide concerns. Tier 2 at-risk students are given additional classroom and pull out enrichment. Title I Instructional Aides and Literacy Coaches provide instruction for at-risk students. Tier 3 students are identified through the child study process and special education testing process. Students are given these services as needed.

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

All of our goals are focused on helping students reach the Common Core State Standards. Our goals are written in the areas of Reading, Writing, Science and Math. School staff has worked together to implement these strategies and practices across all grade levels. Our strategies for the 2017-2018 school year will include Direct Instruction techniques, departmentalization, increase use of technology, and Classroom Instruction that Works.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

Direct Instruction (Reading Mastery, Corrective Reading, Connecting Math Concepts) techniques have years of research to back their effectiveness in school populations such as the one found at our school. Departmentalization research has shown that students show an increase in academics throughout the school wide population. Classroom Instruction that Works is based on Marzano's original work and best practices research. The inclusion of the Trig Grant has aided teachers in utilizing technology in their lessons.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

Through our Walk to Read and Corrective Reading Programs, (direct instruction strategies) our students will learn to become close and critical readers and will increase their understanding of a variety of texts. Connecting Math Concepts will aid our students in becoming proficient problem solvers. Direct Instruction techniques and departmentalization will enable our students to retain information over longer periods of time. Student relationship concerns are addressed through our Positive Behavior Support Programs and various character building assemblies.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

Our Walk to Read Program, groups students for instruction at the appropriate reading level. Literacy Coaches and Instructional Aides provide additional focused group learning for students still struggling in reading. Instructional Aides assist in focused math support as well. We will also use technology based instructional programs, identified by the district, to enrich instruction through differentiated instruction.

5. Describe how the school determines if these needs of students are being met.

The school determines if the needs of the students are being met through the use of mastery assessments built into the Direct Instruction program (approximately every 10 lessons), NWEA MAP Testing, local and state standardized testing. Teacher observations of students along with data gathered from testing are used to monitor student achievement.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	Yes our instructional paraprofessional meets the NCLB requirements for highly qualified. Certifications can be found in our district Human Resources office.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	Yes all of our teachers meet the NCLB requirements for highly qualified. Certifications can be reviewed at our district Human Resources office.	

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

Our overall turnover was low. Due to an decrease in students, a 5th grade section was dropped. However, as a result of adding several kindergarten students, a 3rd section of that grade teacher was added to our faculty. Overall, the number of teachers remained the same. The building principal is in his second year in this building. Two staff members left the building for the 2016-2017 school year. Two new staff members were added.

2. What is the experience level of key teaching and learning personnel?

years of experience	#of staff
0-4	3
5-10	2
11-15	7
16-20	6
21-30	5
31 +	1

Degree Earned

BA	2
MA	21
DR	1

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

Teachers in Roseville Community Schools are recruited and hired through the Assistant Superintendent's Office. Although not hired at the building level, the Dort Elementary Staff shows great dedication to improving the achievement of our students. Beyond the school day tutoring, high participation in PTO activities, community events, and very low turnover rates are just a few of the areas that serve as proof of this dedication. Staff members often give up lunch periods and preparation times to attend professional development and collaboration sessions. Summer, weekend, and after school sessions are also well attended by staff to get ideas and strategies for improving student achievement.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

To attract and retain highly qualified teachers regardless of the turnover rate Roseville Community Schools offers a mentoring program for SY 2018-2019

new teachers and comprehensive professional development including SCECH for all district programs.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

We do not have a high turnover rate.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

Staff in grades K-5 have received comprehensive training in the Common Core State Standards for math and reading, Staff will receive training in PBIS in the coming school year.

2. Describe how this professional learning is "sustained and ongoing."

Professional development opportunities are revisited through out the school year. Reading Mastery and Connecting Math Concepts training is supported through monthly coach visits from McGraw Hill and Corrective Reading training is supported by coach visits from the Sowers Center. The strategies learned in CITW and TRIG are implemented throughout the building. The principal does monthly walk-throughs and observations of the strategies for performance evaluation purposes. Individual teacher needs are also addressed and PD is given as needed. All of these learning opportunities include outside coaching and implementation support.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	No	A copy of the district's PD plan will be attached upon completion. Dort staff will receive professional development in all areas addressed therein. Additionally Dort staff will receive training in PBIS as part of our school-wide behavior support.	

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

Parent surveys, Parent Teacher Organization meetings, and parent representation at School Improvement/Title 1 meetings are ways that parents are involved in the design of our school wide plan.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

Surveys, participation in the volunteer program, representation at monitoring meeting, and Title 1 compact adherence are all ways that parents are involved in the schoolwide plan implementation. Parents also participate in the analysis and discussion resulting from the student scores on various student monitoring tools (i.e. RM assessments, state standardized tests).

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

Surveys, monitoring meetings, and representation at Title 1 building and district evaluation meetings are ways parents are involved in the evaluation process.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes	Yes per board policy	

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

Parents are informed and trained in various manners. We offer literacy programs to effectively support parents in helping students at home. Parents are encouraged to volunteer as classroom helpers. Parent Volunteers receive training on quality interaction and working effectively with students. There is a Title I parent's meeting in September. Parents also are given opportunities as needed to talk with the principal or SIP team members on an as needed basis for further support.

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

The Title I School Wide plan will be evaluated for effectiveness using teacher, parent, and student surveys. Analysis of data collected from standardized and local assessments will also be combined to evaluate the effectiveness of programs used in conjunction with this plan. Results will be discussed by the building team and reported to the school community to determine what changes may or may not be needed to revise plan for the 2018-2019 school year.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

Results will be discussed by the building team and reported to the school community to determine what changes may or may not be needed to revise plan for the 2018-2019 school year.

8. Describe how the school-parent compact is developed.

Originally the SPC was developed as a district initiative. Buildings review the compact with parents and staff members to discuss it's relevance and any changes that need to be made. The plan is updated yearly and then discussed and signed by parents, students, teachers, and the school principal.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

Parent compacts are distributed, and discussed with students during the school day prior to conferences. Students sign the compact and it is collected. Parents and teachers review and discuss the compact during conferences and each sign the compact. The principal then reviews the compacts and signs as well. Sections of the compacts are reviewed in some way each month to remind students and parents of their agreements regarding the compact.

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

Our school is K-5.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

School progress reports and report cards are worded in such a way that parents can understand. Parents or guardians with limited English skills are provided an interpreter in their home language and/or interpreter services. Parents with disabilities are handled on a per case basis and all possible accommodations are made. State Standardized testing information is handed out during conferences to ensure that parents understand these scores as well. NWEA Map Testing results are discussed with students and parents at conferences. Parents are able to view their students' academic progress through Parent Portal.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

The school has a plan for connecting with preschool age children that involves more than a once a year visitation to the kindergarten classroom. Students and parents meet the teacher and other students at least three times for different activity days. They also meet over the summer at least 2 times for additional socialization activities before their Kindergarten school year begins. The plan includes transitioning programs which include providing literacy and math training to preschool parents and students. There is a focus on skills these students will need when they enter kindergarten. The program also focuses on acclimating students to new classrooms, other students, and in some cases, a new building to reduce student stress levels at the beginning of the kindergarten year.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

Specific areas of training include Math vocabulary and concepts, phonemic awareness, phonics, fine and gross motor skills, and socialization skills.

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Teachers at Dort use a variety of assessment data to measure student achievement and plan instruction. Dort students, kindergarten through grade 5, are required to take NWEA MAP Testing each trimester. Through the school improvement process these assessments are reviewed and revised to meet the needs of our school population. Staff also review Reading Mastery and CMC assessments to monitor student achievement.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

Teachers at Dort use a variety of assessment data to measure student achievement and plan instruction. NWEA MAP Test results along with state standardized scores, and Direct Instruction assessments, are analyzed by Dort staff to determine building strengths and weaknesses. Through the school improvement process and collaboration, teachers review and revise these goals to ensure continued student growth. In addition, classroom teachers use the data collected to monitor individual student progress and differentiate instruction. The literacy coach works with staff to analyze and interpret the data, help guide instruction, and identify students needing additional support.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

The school has a process in place to identify students experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level. Teachers use data from a variety of sources including, Reading Mastery, CMC, state standardized testing, and NWEA MAP Testing to determine student strengths and weaknesses. Students not meeting grade level expectations are brought to the Child Study Team. This Team meets on a regular basis to discuss strategies to use with students to ensure that they are successful. Students who are identified as needing further assistance will be referred for testing and additional support through the special education department.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Support is provided to students not meeting grade level standards through small group instruction, Walk To Reading, Corrective Reading, and differentiated materials. Staff utilizes technology to support students who are having difficulty mastering the standards. The teacher consultant, literacy coach and learning aide provide services and assistance to students and teachers. Reading Mastery, CMC, NWEA MAP Testing, Corrective Reading, show immediate and longitudinal monitoring abilities. Additional support is offered to students struggling in core academic subjects through after school tutoring, Instructional Aide help, and Tier 2 strategies.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

Our first level of intervention is high quality classroom instruction. Students individual needs are provided to determine student strengths and weaknesses. Support is provided to students not meeting grade level standards through Direct Instruction, Reading Mastery, CMC, and CCSS activities in content area subjects, small group instruction, hands on experiences and manipulatives. Staff utilizes technology to support students who are having difficulty mastering the standards. The literacy coach and instructional aide provides services and assistance to students and teachers. The literacy coach and instructional aide, along with classroom teachers, use data from state standardized tests, Direct Instruction assessments, CMC, and NWEA MAP Testing to help identify students who need support. They provide support for students through Early Intervention and small group instruction. They use programs including Reading Mastery, CMC, Corrective Reading, and Making Math Meaningful to assist teachers by helping diagnose students and plan instruction. Additional support is offered to students at all grade levels beyond the school day such as before and after school tutoring. Child Study Team meetings are held on a regular basis to discuss strategies to use with students to ensure that they are successful. Students who are identified as needing further assistance will be referred for testing through the special education department.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

Title 2 funds are used to provide on-going professional development in Core Academic Areas. Reading Mastery, CMC, Classroom Instruction that Works, Peer to Peer, technology, as well as MISD related math and CCSS training is supported with these funds. Title 1 funds are used to provide Literacy and Instructional coaches, math and CCSS materials and training. Title 1 parenting funds are used to support parenting activities such as volunteer trainings and kindergarten transition programs. 31A funds help support tier 2 interventions and materials. Local resources and donations help provide real world activities for students and parents such as field trips and community service assemblies/speakers.

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

The school will use the individual funds to support the Title I Literacy Coach program, Instructional Aid Program, to train all staff in the Classroom Instruction that Works, and continued coaching and support in Trig21 Technology in the Classroom training and CCSS. Funds will also be used to help in the continued implementation and training of the Reading Mastery, Corrective Reading, and CMC programs. Student based programs such as tutoring, field trips, free breakfast/lunch programs, and virtual field trips will also be supported.

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Coordination of personnel and funds will be utilized to provide for the implementation of the School Wide Title 1 Plan for Dort Elementary. Funds are acquired by coordinating expenditures from resources such as Title 1, Title 2, and Title V, and 31A funds. These funds will be used to assist a variety of families from Dort that are faced with issues such as homelessness, social/ economically disadvantaged, low achievement on any area of the stated standardized testing, English as a Second Language learners, and cultural/ethnic achievement. Students that meet free and reduced lunch status requirements are considered socially/economically disadvantaged. The Literacy Coach and classroom teachers will monitor and work closely with this group of students. African American Males and Special Education Students will also be looked at to receive services based on state standardized testing scores and 31A eligibility criteria. Bilingual students are serviced under the Macomb Intermediate School District Bilingual Grant. Parents of these students will also be encouraged to participate in correlating parenting activities lead by building, intermediate school district personnel, and representatives from Community Assessment Referral and Education (C.A.R.E) organization. Dort Elementary has also partnered with area churches to provide additional opportunities and tutoring for at risk students. Early intervention screenings will be used with at risk students to determine deficits based on individual needs.

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

The coordination and integration of all Federal, state, and local services/programs associated with Dort Elementary School are carefully monitored and regulated by the Roseville Community Schools' Board of Education and district administration. Dort Elementary School's Schoolwide Title I Planning Team will review the contents of this document at the closing of the 2017-2018 academic year. This Title I School Wide plan will be evaluated for effectiveness using teacher, parent, and student surveys.

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

Analysis of data collected from standardized and local assessments will be combined to evaluate the effectiveness of programs used in conjunction with this plan. Results will be discussed by the building team and reported to the school community to determine what changes may or may not be needed to revise plan for the 2017-2018 school year.

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

Data from Federal, state and local assessments are analyzed by Title I and support staff to determine the effectiveness of the schoolwide program in increasing the achievement of Rtl students. Student progress is monitored and adjusted to meet individual student needs.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

Dort Elementary School's Schoolwide Title I Planning Team will review the effectiveness of the School Improvement Plan throughout the 2017-2018 school year. The team will meet regularly to analyze the data collected from NWEA MAP Testing and other assessments to ensure the continuous progress of students.

School Improvement Plan 2018-19 6/4/18

Overview

Plan Name

School Improvement Plan 2018-19 6/4/18

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	All students at Dort Elementary will become proficient in English Language Arts.	Objectives: 1 Strategies: 6 Activities: 27	Academic	\$5550
2	All students at Dort Elementary will improve math proficiency.	Objectives: 1 Strategies: 4 Activities: 14	Academic	\$22863
3	Improve the climate and culture at Dort Elementary through Multi Tiered Systems of Support.	Objectives: 1 Strategies: 3 Activities: 12	Organizational	\$4165

Goal 1: All students at Dort Elementary will become proficient in English Language Arts.

Measurable Objective 1:

A 4% increase of All Students will demonstrate a proficiency in reading and writing in English Language Arts by 05/31/2019 as measured by 2019 spring state assessment.

Strategy 1:

Data Driven Instruction - Teachers will use MSTEP, NWEA MAP and 2Inform data to guide instruction in reading and writing.

Category: English/Language Arts

Research Cited: <http://www.sedl.org/pubs/sedl-letter/v22n02/using-data.html>

The Research Base for Reading Mastery

http://mheresearch.com/assets/products/a5771bce93e200c3/research_base_and_validation.pdf

Using Direct Instruction Programs as Intervention Programs in Grades K–3

http://mheresearch.com/assets/products/a5771bce93e200c3/direct_instruction_for_intervention.pdf

Tier: Tier 1

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use data collected from the state assessment, NWEA MAP, and 2Inform to analyze, monitor and evaluate student progress.	Technology , Academic Support Program	Tier 1	Evaluate	09/01/2018	06/01/2019	\$0	General Fund	Principal, teachers, Data Coach
Activity - Principal Observations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will do classroom observations of Direct Instruction and provide feedback for teachers.	Walkthrough	Tier 1	Monitor	10/01/2018	05/01/2019	\$0	No Funding Required	Principal
Activity - Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Coaches and instructional staff will review MSTEP, MAP and RM data.	Curriculum Development, Teacher Collaboration	Tier 1	Monitor	10/01/2018	06/01/2019	\$0	No Funding Required	Data Coach, principal and teachers

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Activity - Direct Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Direct Instruction (Reading Mastery) for daily reading instruction.	Curriculum Development, Direct Instruction	Tier 1		09/10/2018	06/03/2019	\$0	No Funding Required	district, principal and teachers

Activity - Walk to Read	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will all teach reading during the "reading block". Students will be placed in reading groups at their instructional level and will "walk" to the appropriate class for reading. students will return to their homeroom after reading instruction.	Academic Support Program, Direct Instruction	Tier 1	Monitor	09/10/2018	06/03/2019	\$0	No Funding Required	instructional staff

Strategy 2:

Extended Learning Time - The school staff will provide additional academic learning opportunities for students beyond the traditional school day.

Category: English/Language Arts

Research Cited: Aronson, J., Zimmerman, J., & Carlos, L. (1999). Improving Student Achievement by Extending School: Is It Just a Matter of Time? Retrieved June 18, 2008, from www.WestEd.org: www.wested.org/online_pubs/timeandlearning/TAL_PV.html

http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf

Tier: Tier 1

Activity - Extended Year Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Roseville Schools will offer an extended year program for all students grades K-5.	Academic Support Program	Tier 1	Monitor	06/25/2019	08/16/2019	\$0	General Fund	Roseville Administration, principals and teachers

Activity - After School Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Language arts support will be provided for At-Risk students twice a week.	Academic Support Program	Tier 2	Monitor	10/01/2018	04/28/2019	\$0	Section 31a	Principal and teachers

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Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional aides and support staff will provide small group reading and writing instruction for Tier 2 and Tier 3 students.	Academic Support Program	Tier 2	Monitor	09/17/2018	06/03/2019	\$0	Title I Schoolwide	Instructional aides, support staff and teachers

Activity - Corrective Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 3 students will receive Corrective Reading instruction.	Academic Support Program	Tier 3	Monitor	09/24/2018	05/31/2019	\$0	No Funding Required	Instructional support staff

Strategy 3:

Classroom Technology - Teachers will incorporate various forms of technology into daily lessons.

Category: English/Language Arts

Research Cited: Kozma, R. B. (2003). Technology and classroom practices: An international study. Journal of Research on Technology in Education, 36(1), 1-14.

<http://eric.ed.gov/?id=ED498562>

<http://eric.ed.gov/?id=ED498562>

<http://eric.ed.gov/?id=ED498562>

Kulik, J. A. (2003). Effects of using instructional technology in elementary and secondary schools: What controlled evaluation studies say. SRI Project Number P10446.001. Arlington, VA: SRI International.

Tier: Tier 1

Activity - Interactive Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use available technology resources (Chromebooks, iPads, white boards, Apple TV, interactive digital projectors, etc.) to present, enhance and differentiate language arts instruction.	Technology	Tier 1	Getting Ready	09/10/2018	06/03/2019	\$0	No Funding Required	Teachers and Tech Para

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Activity - Computer Lab	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will receive computer instruction 2- 3 times a week.	Technology , Academic Support Program	Tier 1	Monitor	09/01/2018	06/03/2019	\$0	No Funding Required	Teachers and Tech Para

Activity - Technology Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 3-5 will have Technology Class with the media specialist. Instruction will align with district and state guidelines.	Curriculum Development	Tier 1		09/10/2018	06/07/2019	\$0	General Fund	district, teachers, media specialist

Activity - Moby Max	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use Moby Max to reinforce skills in reading and math.	Technology , Academic Support Program	Tier 1	Monitor	09/10/2018	06/01/2019	\$0	Title I Schoolwide	classroom teachers

Strategy 4:

Developing the English Language Learner - Teachers and support staff will provide assistance for students with English Language acquisition.

Category: English/Language Arts

Research Cited: CARLO, M. S., AUGUST, D., MCLAUGHLIN, B., SNOW, C. E., DRESSLER, C., LIPPMAN, D. N., LIVELY, T. J. and WHITE, C. E. (2004), Closing the gap: Addressing the vocabulary needs of English-language learners in bilingual and mainstream classrooms. Reading Research Quarterly, 39: 188–215. doi:

10.1598/RRQ.39.2.3

Tier: Tier 2

Activity - MISD Language Tutors	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutors from the MISD will provide reading, grammar and writing support for English Language Learners.	Academic Support Program	Tier 2	Monitor	09/10/2018	06/03/2019	\$0	No Funding Required	MISD tutors, classroom teachers, district

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Dort Elementary School

Students will receive reading instruction at the appropriate instructional level. Teachers will use Direct Instruction to teach and monitor the progress of ELL students.	Academic Support Program	Tier 1		09/17/2018	06/03/2019	\$0	No Funding Required	Instructional staff
Activity - WIDA Testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELL students are tested annual using the WIDA assessment to track progress in English Language acquisition.	Academic Support Program	Tier 2	Evaluate	02/01/2019	03/01/2019	\$0	No Funding Required	Early Literacy Specialist, principal, district

Strategy 5:

Early Literacy Initiative - The Early Literacy initiative will identify and monitor students in grade K-3 to ensure student success. (ESSA) Fall 2017 screening, of all K-3 students. Followed by diagnostic testing and placement in intervention groups for identified students.

Category: Learning Support Systems

Research Cited:

Armbruster, B.B., Lehr, F., & Osborn, J. (2003). Put reading first: The research building blocks for teaching children to read. Ann Arbor: University of Michigan, Center for the Improvement of Early Reading Achievement. Google Scholar

Badian, N.A. (2000). Prediction and prevention of reading failure. Timonium, MD: York Press. Google Scholar

Barnett, D.W., Elliott, N., Wolsing, L., Bunger, C.E., Haski, H., McKissick, C., et al. (2006). Response to intervention for young children with extremely challenging behaviors: What it might look like. School Psychology Review, 35, 568—582. Google Scholar

Tier: Tier 1

Activity - NWEA MAP Benchmark Testing K-3	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-3 will be screened using the NWEA MAP Test. The benchmark assessment will be administered Fall, Winter, and Spring semester to determine if students need any additional academic supports.	Academic Support Program	Tier 1	Implement	09/01/2018	04/28/2019	\$0	General Fund	Principal, Early Literacy Specialist, teachers, Data Coach, and support staff
Activity - Extensive Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Dort Elementary School

Students identified as At-Risk will be given additional diagnostic tests to determine strengths and weaknesses.	Academic Support Program	Tier 2	Getting Ready	10/01/2018	04/30/2019	\$0	General Fund	Principal, Early Literacy Specialist, Data Coach, teachers
Activity - Individual Reading Improvement Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as At-Risk will be placed on and Individual Reading Improvement Plan. This plan will outline an intervention program for the student.	Academic Support Program	Tier 2	Getting Ready	10/01/2018	06/10/2019	\$0	Title I Schoolwide	Principal, Early Literacy Specialist, teachers, support staff
Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will hold a conference with parents of students placed on an (iRIP). Strategies and materials will be provided for parents to work with students at home.	Parent Involvement	Tier 2	Implement	10/01/2018	06/03/2019	\$300	Title I Schoolwide	Early Literacy Specialist, teachers, support staff
Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will progress monitor students and adjust iRIP and instruction for students identified as AT-Risk.	Academic Support Program	Tier 2	Getting Ready	11/01/2018	06/03/2019	\$0	No Funding Required	Early Literacy Specialist, teachers, Data Coach
Activity - Lexia Core 5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lexia Learning is an individualized technology based reading program. All K-2, and identified 3rd grade students will use this technology 3-5 times per week to improve reading skills.	Academic Support Program	Tier 2	Implement	09/17/2018	06/03/2019	\$5250	Title I School Improvement (ISI)	Early Literacy Specialist, teachers, support staff

School Improvement Plan

Dort Elementary School

Strategy 6:

Interdisciplinary Curriculum - Reading and writing skills will be taught across the curriculum in all subject areas. Linking teaching and learning across subject areas helps students make connections and creates a deeper understanding of material.

Category: English/Language Arts

Research Cited: Becker, K., & Park, K. (2011). Effects of integrative approaches among science, technology, engineering, and mathematics (STEM) subjects on students' learning: A preliminary meta-analysis. *Journal of STEM Education*, 12(5), 23-37

Bredenkamp, S. & Rosegrant, T. (Eds). (1992). *Reaching potentials: Appropriate curriculum and assessment for young children. Volume 1.* Washington, DC: National Association for the Education of Young Children.

Tier: Tier 1

Activity - MAISA Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing lessons will be incorporated into all subject areas. All writing teachers who have not been trained will attend the MAISA Writing Units Training at the MISD. Teachers who were trained in 2017/18 will continue implementing the units.	Curriculum Development, Professional Learning	Tier 1	Getting Ready	09/10/2018	06/03/2019	\$0	General Fund	district, teachers, support staff
Activity - Departmentalization	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science and social studies instruction will be departmentalized. Through departmentalization students will have additional time, lessons, and classes to increase science and social studies concepts and understanding.	Academic Support Program	Tier 1	Implement	09/10/2018	06/10/2019	\$0	No Funding Required	principal and classroom teachers
Activity - Science Enrichment Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 3-5 will receive a weekly science enrichment class. The science teacher will provide weekly exploratory and hands-on activities to enhance science concepts.	Academic Support Program	Tier 1	Monitor	09/10/2018	06/10/2019	\$0	General Fund	science teacher
Activity - Science and Social Studies Weekly	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Dort Elementary School

Teachers in grades 3-5 will use Science and Social Studies Weekly online magazine to	Technology , Academic Support Program, Supplemental Materials	Tier 1	Implement	09/10/2018	06/10/2019	\$0	No Funding Required	classroom teachers
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Activity - Core Science Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the MGSS (Michigan's enhanced Next Generation Science Standards) to plan daily science lessons.	Curriculum Development	Tier 1	Implement	09/10/2018	06/10/2019	\$0	No Funding Required	principal and classroom teachers

Goal 2: All students at Dort Elementary will improve math proficiency.

Measurable Objective 1:

4% of All Students will demonstrate a proficiency in basic skills and concepts in Mathematics by 06/03/2019 as measured by Spring 2019 state assessment.

Strategy 1:

Data Driven Instruction - Teachers will use MSTEP, NWEA MAP and 2Inform data to guide instruction.

Category: Mathematics

Research Cited: <http://www.sedl.org/pubs/sedl-letter/v22n02/using-data.html>

Tier: Tier 1

Activity - Inquiry Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Everyday Math for daily math instruction.	Curriculum Development, Academic Support Program	Tier 1	Implement	09/10/2018	06/10/2019	\$0	General Fund	Instructional staff

Activity - Everyday Math Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Dort Elementary School

District will provide ongoing staff development in Everyday Math to ensure fidelity of program.	Professional Learning	Tier 1	Monitor	10/01/2018	06/10/2019	\$0	Title II Part A	District, principal, and teaching staff
Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use MSTEP, NWEA MAP and Everyday Math data to monitor and evaluate student progress.	Technology	Tier 1	Evaluate	09/10/2018	06/10/2019	\$0	General Fund	Instructional staff
Activity - Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Coach and instructional staff will review MSTEP and MAP data to monitor student progress and adjust instruction.	Teacher Collaboration	Tier 1	Monitor	09/10/2018	06/03/2019	\$0	No Funding Required	Principal, teachers, Data Coach
Activity - Principal Observations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will do classroom observations and provide feedback for teachers.	Walkthrough	Tier 1	Monitor	09/17/2018	06/03/2019	\$0	No Funding Required	Principal

Strategy 2:

Extended Learning Time - School staff will provide additional academic learning opportunities for students.

Category: Mathematics

Research Cited: Aronson, J.Zimmerman, J., & Carlos, L. (1999). Improving Student Achievement by Extending School: Is It Just a Matter of Time? Retrieved June 18, 2008, from www.Wested.org. www.wested.org/online_pubs/timeandlearning/TAL_PV.html

http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf

Tier: Tier 1

Activity - Extended Year Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Roseville Community Schools will offer an extended year program for all students K-5.	Academic Support Program	Tier 1	Monitor	07/01/2019	08/12/2019	\$0	General Fund	District, principals and teachers

School Improvement Plan

Dort Elementary School

Activity - After School Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math support will be provided for At-Risk students twice a week.	Academic Support Program	Tier 2	Monitor	10/15/2018	05/17/2019	\$0	Section 31a	Principals and teachers

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional aides and support staff will provide small group math instruction for Tier 2 and Tier 3 students.	Academic Support Program	Tier 2	Monitor	09/10/2018	06/03/2019	\$22113	Title I Schoolwide	Instructional aides, support staff and teachers

Strategy 3:

Classroom Technology - Instructional staff will incorporate strategies and technology resources to enhance student understanding of mathematical concepts.

Category: Technology

Research Cited: <http://eric.ed.gov/?id=ED498562>

Tier: Tier 1

Activity - Computer Lab	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will receive computer instruction 2- 3 times a week.	Technology , Academic Support Program	Tier 1	Monitor	09/17/2018	06/03/2019	\$0	No Funding Required	Teachers and support staff

Activity - Interactive Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use available technology resources to enhance daily math instruction. (Chromebooks, iPads, whiteboards, Apple TV, Interactive Projector, etc.)	Technology , Academic Support Program	Tier 1	Monitor	09/10/2018	06/03/2019	\$0	No Funding Required	Teachers

Activity - Moby Max	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Moby Max to differentiate instruction in math.	Technology , Academic Support Program	Tier 2	Implement	09/17/2018	06/03/2019	\$750	Title I Schoolwide	Teachers

School Improvement Plan

Dort Elementary School

Strategy 4:

Developing the English Language Learner - Teachers and support staff will provide assistance for students with English Language acquisition.

Category: Mathematics

Research Cited: CARLO, M. S., AUGUST, D., MCLAUGHLIN, B., SNOW, C. E., DRESSLER, C., LIPPMAN, D. N., LIVELY, T. J. and WHITE, C. E. (2004), Closing the gap: Addressing the vocabulary needs of English-language learners in bilingual and mainstream classrooms. Reading Research Quarterly, 39: 188–215. doi:

10.1598/RRQ.39.2.3

Tier: Tier 2

Activity - MISD Language Tutors	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutors from the MISD will provide support for English Language Learners.	Academic Support Program	Tier 2	Monitor	09/10/2018	06/03/2019	\$0	No Funding Required	MISD tutors, teachers and district
Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use modify instruction and monitor progress of ELL students in math.	Academic Support Program	Tier 2	Monitor	09/10/2018	06/10/2019	\$0	No Funding Required	Instructional staff
Activity - WIDA Testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELL students are tested annually using the WIDA Assessment to track progress in English Language acquisition.	Academic Support Program	Tier 3	Monitor	03/01/2019	03/29/2019	\$0	No Funding Required	Early Literacy Specialist, principal and district

Goal 3: Improve the climate and culture at Dort Elementary through Multi Tiered Systems of Support.

Measurable Objective 1:

demonstrate a behavior that will improve social skills by 06/13/2019 as measured by the number of student referrals and suspensions.

School Improvement Plan

Dort Elementary School

Strategy 1:

Behavior Supports - A three tiered behavior support program to will be implemented to improve the school climate and culture. Behaviors will be categorized as Above the Line, Below the Line, and Bottom Line, with rewards and consequences for appropriate and inappropriate behavior. Character lessons will be taught in the classroom to encourage Above the Line behavior.

Category: School Culture

Research Cited: www.pbis.org/research, http://www.educationworld.com/a_admin/admin/admin594.shtml, <http://www.ascd.org/publications/educational-leadership/nov93/vol51/num03/Synthesis-of-Research---In-Search-of-Effective-Character-Education.aspx>

Tier: Tier 1

Activity - Tiered Behavior Management Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A schoolwide discipline plan will be used in all classrooms.	Behavioral Support Program	Tier 1	Monitor	09/04/2018	06/13/2019	\$1200	Title I School Improvement (ISI)	All Dort staff
Activity - School Assemblies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be introduced to the new behavior expectations and consequences at a school assembly. This will take place the first week of school. Monthly rewards/incentives will be planned to encourage appropriate behavior.	Behavioral Support Program	Tier 1	Getting Ready	09/06/2018	09/07/2018	\$558	Title I School Improvement (ISI)	school staff
Activity - Teacher Training -Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained in "We Are One Team" Character Education Program.	Behavioral Support Program, Professional Learning	Tier 1	Monitor	09/04/2018	09/04/2018	\$1200	Title I School Improvement (ISI)	all school staff
Activity - Data Trends	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will use Power School data to track trends in student behavior.	Technology , Behavioral Support Program	Tier 1	Getting Ready	09/04/2018	06/10/2019	\$0	No Funding Required	principal, data coach, teachers

School Improvement Plan

Dort Elementary School

Activity - Parent Program/ Informationa Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A parent program and informational meeting will be held during open house to explain the character education and behavior support plans for the 2018-19 school year. The philosophy of the program along with rewards and consequences will be presented.	Parent Involvement, Behavioral Support Program	Tier 1	Getting Ready	09/19/2018	09/19/2018	\$1017	Title I School Improvement (ISI), Title I Schoolwide	PBIS committee, principal and staff
Activity - Behavior Agreement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and parents will be asked to sign a behavior agreement. The intent will be to make parents aware of school rules as well as to encourage their support in making Dort a safe and nurturing learning environment.	Policy and Process, Parent Involvement, Behavioral Support Program	Tier 1	Getting Ready	09/10/2018	09/28/2018	\$0	No Funding Required	all school personnel

Strategy 2:

Community Involvement - School staff will provide information and resources to the school community.

Category: School Culture

Research Cited: http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf

<http://eric.ed.gov/?id=ED315199>

Tier: Tier 1

Activity - New Student Welcome	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will host a new parent welcome on the first day of school to familiarize parents with the school.	Parent Involvement, Community Engagement	Tier 1	Implement	09/04/2018	09/04/2018	\$0	Other	principal, Parent Club, ELS
Activity - Kindergarten Information Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Dort Elementary School

Teachers to discuss information about Title I programs.	Academic Support Program, Parent Involvement, Materials	Tier 1		03/01/2018	06/01/2018	\$190	Title I School Improvement (ISI)	Principal, kindergarten teachers
Activity - Family Book Club	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dort families will be invited to participate in a family book club during March is Reading Month.	Community Engagement	Tier 1	Implement	03/01/2019	04/01/2019	\$0	No Funding Required	reading committee, teachers, parents

Strategy 3:

Academic Supports - Through the instructional framework of Multi-tiered systems of support students will receive high quality instruction. Research based and targeted interventions will be provided to help struggling students be successful.

Category: Learning Support Systems

Research Cited: <https://www.pbis.org/school/mtss>,

<http://www.nasdse.org/Projects/MultiTierSystemofSupportsMTSS>

Tier: Tier 3

Activity - Tier I Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will receive quality classroom instruction. The core curriculum, Direct Instruction, Reading Mastery, classroom technology and Inquiry Learning will provide a strong foundation for student success.	Academic Support Program	Tier 1	Implement	09/07/2018	06/10/2019	\$0	No Funding Required	all school personnel
Activity - Tier II Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier II supports for struggling students will include, differentiation and classroom accommodations, Walk to Read program, small group instruction with ELS and Instructional Aide, MISD bilingual tutors, Lexia Core 5 Learning, and the after school program.	Academic Support Program	Tier 2	Implement	09/10/2018	06/10/2019	\$0	General Fund	principal, teachers, support staff
Activity - Tier III Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Dort Elementary School

Tier III supports include small group invention or remediation, Corrective Reading, Lexia Lessons, and before and after school tutoring,	Academic Support Program	Tier 3	Implement	09/10/2018	06/10/2019	\$0	General Fund	principal, classroom teachers and support staff
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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
New Student Welcome	The school will host a new parent welcome on the first day of school to familiarize parents with the school.	Parent Involvement, Community Engagement	Tier 1	Implement	09/04/2018	09/04/2018	\$0	principal, Parent Club, ELS

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
After School Program	Math support will be provided for At-Risk students twice a week.	Academic Support Program	Tier 2	Monitor	10/15/2018	05/17/2019	\$0	Principals and teachers
After School Program	Language arts support will be provided for At-Risk students twice a week.	Academic Support Program	Tier 2	Monitor	10/01/2018	04/28/2019	\$0	Principal and teachers

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Tiered Behavior Management Plan	A schoolwide discipline plan will be used in all classrooms.	Behavioral Support Program	Tier 1	Monitor	09/04/2018	06/13/2019	\$1200	All Dort staff
Teacher Training - Character Education	Staff will be trained in "We Are One Team" Character Education Program.	Behavioral Support Program, Professional Learning	Tier 1	Monitor	09/04/2018	09/04/2018	\$1200	all school staff

School Improvement Plan

Dort Elementary School

Kindergarten Information Night	Teachers to discuss information about Title I programs.	Academic Support Program, Parent Involvement, Materials	Tier 1		03/01/2018	06/01/2018	\$190	Principal, kindergarten teachers
Parent Program/ Information Meeting	A parent program and informational meeting will be held during open house to explain the character education and behavior support plans for the 2018-19 school year. The philosophy of the program along with rewards and consequences will be presented.	Parent Involvement, Behavioral Support Program	Tier 1	Getting Ready	09/19/2018	09/19/2018	\$800	PBIS committee, principal and staff
School Assemblies	Students will be introduced to the new behavior expectations and consequences at a school assembly. This will take place the first week of school. Monthly rewards/incentives will be planned to encourage appropriate behavior.	Behavioral Support Program	Tier 1	Getting Ready	09/06/2018	09/07/2018	\$558	school staff
Lexia Core 5	Lexia Learning is an individualized technology based reading program. All K-2, and identified 3rd grade students will use this technology 3-5 times per week to improve reading skills.	Academic Support Program	Tier 2	Implement	09/17/2018	06/03/2019	\$5250	Early Literacy Specialist, teachers, support staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Differentiated Instruction	Students will receive reading instruction at the appropriate instructional level. Teachers will use Direct Instruction to teach and monitor the progress of ELL students.	Academic Support Program	Tier 1		09/17/2018	06/03/2019	\$0	Instructional staff
WIDA Testing	All ELL students are tested annual using the WIDA assessment to track progress in English Language acquisition.	Academic Support Program	Tier 2	Evaluate	02/01/2019	03/01/2019	\$0	Early Literacy Specialist, principal, district
Data Meetings	Data Coach and instructional staff will review MSTEP and MAP data to monitor student progress and adjust instruction.	Teacher Collaboration	Tier 1	Monitor	09/10/2018	06/03/2019	\$0	Principal, teachers, Data Coach
Family Book Club	Dort families will be invited to participate in a family book club during March is Reading Month.	Community Engagement	Tier 1	Implement	03/01/2019	04/01/2019	\$0	reading committee, teachers, parents

School Improvement Plan

Dort Elementary School

Data Trends	The staff will use Power School data to track trends in student behavior.	Technology , Behavioral Support Program	Tier 1	Getting Ready	09/04/2018	06/10/2019	\$0	principal, data coach, teachers
Science and Social Studies Weekly	Teachers in grades 3-5 will use Science and Social Studies Weekly online magazine to	Technology , Academic Support Program, Supplemental Materials	Tier 1	Implement	09/10/2018	06/10/2019	\$0	classroom teachers
Walk to Read	Teachers will all teach reading during the "reading block". Students will be placed in reading groups at their instructional level and will "walk" to the appropriate class for reading. students will return to their homeroom after reading instruction.	Academic Support Program, Direct Instruction	Tier 1	Monitor	09/10/2018	06/03/2019	\$0	instructional staff
Core Science Instruction	Teachers will use the MGSS (Michigan's enhanced Next Generation Science Standards) to plan daily science lessons.	Curriculum Development	Tier 1	Implement	09/10/2018	06/10/2019	\$0	principal and classroom teachers
Behavior Agreement	Students and parents will be asked to sign a behavior agreement. The intent will be to make parents aware of school rules as well as to encourage their support in making Dort a safe and nurturing learning environment.	Policy and Process, Parent Involvement, Behavioral Support Program	Tier 1	Getting Ready	09/10/2018	09/28/2018	\$0	all school personnel
Direct Instruction	Teachers will use Direct Instruction (Reading Mastery) for daily reading instruction.	Curriculum Development, Direct Instruction	Tier 1		09/10/2018	06/03/2019	\$0	district, principal and teachers
Interactive Lessons	Teachers will use available technology resources to enhance daily math instruction. (Chromebooks, iPads, whiteboards, Apple TV, Interactive Projector, etc.)	Technology , Academic Support Program	Tier 1	Monitor	09/10/2018	06/03/2019	\$0	Teachers
Computer Lab	All students will receive computer instruction 2- 3 times a week.	Technology , Academic Support Program	Tier 1	Monitor	09/01/2018	06/03/2019	\$0	Teachers and Tech Para
Computer Lab	All students will receive computer instruction 2- 3 times a week.	Technology , Academic Support Program	Tier 1	Monitor	09/17/2018	06/03/2019	\$0	Teachers and support staff
Progress Monitoring	Teachers will progress monitor students and adjust iRIP and instruction for students identified as AT-Risk.	Academic Support Program	Tier 2	Getting Ready	11/01/2018	06/03/2019	\$0	Early Literacy Specialist, teachers, Data Coach

School Improvement Plan

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WIDA Testing	All ELL students are tested annually using the WIDA Assessment to track progress in English Language acquisition.	Academic Support Program	Tier 3	Monitor	03/01/2019	03/29/2019	\$0	Early Literacy Specialist, principal and district
MISD Language Tutors	Tutors from the MISD will provide reading, grammar and writing support for English Language Learners.	Academic Support Program	Tier 2	Monitor	09/10/2018	06/03/2019	\$0	MISD tutors, classroom teachers, district
Interactive Lessons	Teachers will use available technology resources (Chromebooks, iPads, white boards, Apple TV, interactive digital projectors, etc.) to present, enhance and differentiate language arts instruction.	Technology	Tier 1	Getting Ready	09/10/2018	06/03/2019	\$0	Teachers and Tech Para
Data Meetings	Data Coaches and instructional staff will review MSTEP, MAP and RM data.	Curriculum Development, Teacher Collaboration	Tier 1	Monitor	10/01/2018	06/01/2019	\$0	Data Coach, principal and teachers
Differentiated Instruction	Teachers will use modify instruction and monitor progress of ELL students in math.	Academic Support Program	Tier 2	Monitor	09/10/2018	06/10/2019	\$0	Instructional staff
MISD Language Tutors	Tutors from the MISD will provide support for English Language Learners.	Academic Support Program	Tier 2	Monitor	09/10/2018	06/03/2019	\$0	MISD tutors, teachers and district
Departmentalization	Science and social studies instruction will be departmentalized. Through departmentalization students will have additional time, lessons, and classes to increase science and social studies concepts and understanding.	Academic Support Program	Tier 1	Implement	09/10/2018	06/10/2019	\$0	principal and classroom teachers
Principal Observations	Principal will do classroom observations of Direct Instruction and provide feedback for teachers.	Walkthrough	Tier 1	Monitor	10/01/2018	05/01/2019	\$0	Principal
Tier I Supports	All students will receive quality classroom instruction. The core curriculum, Direct Instruction, Reading Mastery, classroom technology and Inquiry Learning will provide a strong foundation for student success.	Academic Support Program	Tier 1	Implement	09/07/2018	06/10/2019	\$0	all school personnel
Corrective Reading	Tier 3 students will receive Corrective Reading instruction.	Academic Support Program	Tier 3	Monitor	09/24/2018	05/31/2019	\$0	Instructional support staff
Principal Observations	Principal will do classroom observations and provide feedback for teachers.	Walkthrough	Tier 1	Monitor	09/17/2018	06/03/2019	\$0	Principal

Title I Schoolwide

School Improvement Plan

Dort Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Involvement	Teachers will hold a conference with parents of students placed on an (iRIP). Strategies and materials will be provided for parents to work with students at home.	Parent Involvement	Tier 2	Implement	10/01/2018	06/03/2019	\$300	Early Literacy Specialist, teachers, support staff
Moby Max	Students will use Moby Max to reinforce skills in reading and math.	Technology, Academic Support Program	Tier 1	Monitor	09/10/2018	06/01/2019	\$0	classroom teachers
Moby Max	Teachers will use Moby Max to differentiate instruction in math.	Technology, Academic Support Program	Tier 2	Implement	09/17/2018	06/03/2019	\$750	Teachers
Parent Program/ Informational Meeting	A parent program and informational meeting will be held during open house to explain the character education and behavior support plans for the 2018-19 school year. The philosophy of the program along with rewards and consequences will be presented.	Parent Involvement, Behavioral Support Program	Tier 1	Getting Ready	09/19/2018	09/19/2018	\$217	PBIS committee, principal and staff
Small Group Instruction	Instructional aides and support staff will provide small group math instruction for Tier 2 and Tier 3 students.	Academic Support Program	Tier 2	Monitor	09/10/2018	06/03/2019	\$22113	Instructional aides, support staff and teachers
Small Group Instruction	Instructional aides and support staff will provide small group reading and writing instruction for Tier 2 and Tier 3 students.	Academic Support Program	Tier 2	Monitor	09/17/2018	06/03/2019	\$0	Instructional aides, support staff and teachers
Individual Reading Improvement Plan	Students identified as At-Risk will be placed on and Individual Reading Improvement Plan. This plan will outline an intervention program for the student.	Academic Support Program	Tier 2	Getting Ready	10/01/2018	06/10/2019	\$0	Principal, Early Literacy Specialist, teachers, support staff

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

Dort Elementary School

Data Analysis	Teachers will use data collected from the state assessment, NWEA MAP, and 2Inform to analyze, monitor and evaluate student progress.	Technology , Academic Support Program	Tier 1	Evaluate	09/01/2018	06/01/2019	\$0	Principal, teachers, Data Coach
Tier II Supports	Tier II supports for struggling students will include, differentiation and classroom accomodations, Walk to Read program, small group instruction with ELS and Instructional Aide, MISD bilingual tutors, Lexia Core 5 Learning, and the after school program.	Academic Support Program	Tier 2	Implement	09/10/2018	06/10/2019	\$0	principal, teachers, support staff
Data Analysis	Teachers will use MSTEP, NWEA MAP and Everyday Math data to monitor and evaluate student progress.	Technology	Tier 1	Evaluate	09/10/2018	06/10/2019	\$0	Instructional staff
Tier III Supports	Tier III supports include small group invention or remediation, Corrective Reading, Lexia Lessons, and before and after school tutoring,	Academic Support Program	Tier 3	Implement	09/10/2018	06/10/2019	\$0	principal, classroom teachers and support staff
Inquiry Learning	Teachers will use Everyday Math for daily math instruction.	Curriculum Development, Academic Support Program	Tier 1	Implement	09/10/2018	06/10/2019	\$0	Instructional staff
Extended Year Program	Roseville Community Schools will offer an extended year program for all students K-5.	Academic Support Program	Tier 1	Monitor	07/01/2019	08/12/2019	\$0	District, principals and teachers
Science Enrichment Classes	Students in grades 3-5 will receive a weekly science enrichment class. The science teacher will provide weekly exploratory and hands-on activities to enhance science concepts.	Academic Support Program	Tier 1	Monitor	09/10/2018	06/10/2019	\$0	science teacher
Extensive Assessment	Students identified as At-Risk will be given additional diagnostic tests to determine strengths and weaknesses.	Academic Support Program	Tier 2	Getting Ready	10/01/2018	04/30/2019	\$0	Principal, Early Literacy Specialist, Data Coach, teachers
Extended Year Program	Roseville Schools will offer an extended year program for all students grades K-5.	Academic Support Program	Tier 1	Monitor	06/25/2019	08/16/2019	\$0	Roseville Administration, principals and teachers

School Improvement Plan

Dort Elementary School

NWEA MAP Benchmark Testing K-3	Students in grades K-3 will be screened using the NWEA MAP Test. The benchmark assessment will be administered Fall, Winter, and Spring semester to determine if students need any additional academic supports.	Academic Support Program	Tier 1	Implement	09/01/2018	04/28/2019	\$0	Principal, Early Literacy Specialist, teachers, Data Coach, and support staff
Technology Class	Students in grades 3-5 will have Technology Class with the media specialist. Instruction will align with district and state guidelines.	Curriculum Development	Tier 1		09/10/2018	06/07/2019	\$0	district, teachers, media specialist
MAISA Writing	Writing lessons will be incorporated into all subject areas. All writing teachers who have not been trained will attend the MAISA Writing Units Training at the MISD. Teachers who were trained in 2017/18 will continue implementing the units.	Curriculum Development, Professional Learning	Tier 1	Getting Ready	09/10/2018	06/03/2019	\$0	district, teachers, support staff

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Everyday Math Professional Development	District will provide ongoing staff development in Everyday Math to ensure fidelity of program.	Professional Learning	Tier 1	Monitor	10/01/2018	06/10/2019	\$0	District, principal, and teaching staff