



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.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Dort Elementary School is located at 16225 Dort. The school was built in 1956, with wings added in 1961 and 1963. A building renovation and gymnasium addition was completed in 2010.

Dort serviced 267 students in grades K-5 for the 2015-16 school year. Our school also provides services for 9 students for the Macomb County Hearing Impaired Program. Dort also houses one of Macomb County's Head Start Preschool Programs.

Ethnic Background:

>1% American Indian / Alaskan native

>1% Pacific islander/Hawaiian

2% Asian

22% Black

67% White

1% Hispanic/Latino

7% Multiracial

79% At risk

17% Special Education (Includes Hearing Impaired)

7% Project Challenge/Gifted & Talented

100% Free/reduced lunch/breakfast

3% Hearing Impaired

Dort Elementary has been accredited since 1994 and received the status of "Lime" on the Michigan's Education YES accreditation program. Both the school and district have met Adequate Yearly Progress (AYP) for the 2015-2016 school year.

Dort Elementary has an active and supportive parent volunteer group. They volunteer in the classroom, provide assemblies, and sponsor evening activities throughout the community. Dort is proud to have a long list of community sponsors including, Chuck E. Cheese's, Harbor Lanes, McDonald's, Texas Road House, Pizza Hut, Louie's Pizza, National Coney Island, Logan's Roadhouse, Five Below, Target, SAM'S Club, and Operation Kid Equip.

The Dort Elementary School staff is dedicated to meeting the needs of our students. Staff members build relationships with the community, understand the needs of our students, and analyze data collected about our programs and curriculum. The staff uses mandates from Title I, PA 25, Education Yes, 31A and other state and federal guidelines to improve achievement of all students.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of Dort Elementary School, in a cooperative partnership with students, the home, and the community, is to develop lifelong learners prepared to meet the challenges of the future.

Dort Elementary reviewed our mission and vision statements in September of the 2015-2016 school year. Dort Elementary is fortunate to belong to a district that puts kids first as evidenced by most class sizes, the employment of literacy coaches, instructional aides, and continued professional development to better prepare and train teachers. The school also supports participation in the Positive Behavior Support and C.A.R.E Transitions Program to encourage all students to become healthy members of society. Dort Elementary is focusing on implementation of Common Core through teacher created binders and activities. We are also using Reading Mastery, Corrective Reading, Connecting Math Concepts, TRIG 21 Technology in the Classroom, Waterford, and SuccessMaker to improve achievement of students.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Dort Elementary has continued to meet AYP. Dort Elementary surpasses other elementary schools in the area with regard to available technology in order to increase student performance and participation. In the past three years Dort Elementary has improved student achievement in reading. In order to achieve this goal the district adopted the Reading Mastery and Corrective Reading curriculum's. Effective September of 2014 the district implemented the Connecting Math Concepts curriculum to help improve student achievement in mathematics. According to national normed benchmark testing, the new math curriculum is helping students achieve higher levels of achievement in math computation and comprehension. Our three year goals in both areas are to continue our upward trends and to reduce the gap between our highest and lowest achieving students.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Dort Elementary teachers are committed to providing quality activities and experiences to support student learning. Direct Instruction and departmentalization ensure student success in core academic subjects. Teachers use technology in a variety of ways to enhance and improve student performance. All classrooms have access to school purchased Mimio and Apple Technology. Effective November of 2014 all teaching staff was provided with an iPad to increase technology use in the classroom. Dort students have opportunities to participate in virtual field trips, writing contests, PAIR (Paper Art in Roseville), class field trips, cross grade level mentoring, and hands on experiences in math and science.

Dort Elementary students have the opportunity to be involved in various clubs beyond the traditional school day. Student Council, Green Teams, Macomb Garden Club, Jump Rope for Heart, and RBM Ministries Release Time Religious Instruction are just a sample of the opportunities for involvement from which students can choose.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Strategies to Increase Parental Involvement

Roseville Community Schools has a district Parent Involvement Policy which was revised and adopted in 2009. Dort parents approved this policy in April of 2009, and agreed to integrate this policy into the Dort environment.

Parents at Dort Elementary are active members of the Title I Committee. As members, they provide valuable information on how to use Title I funds and best support the needs of the community. Information gathered from parent surveys, evaluations of programs, our Parent Compact, and the input from members of the committee have been used to plan our Title I programs. The following Title I activities and programs have been planned for the 2016-2017 school year to help parents work with their children at home.

Title I Parent's Information Night - An informational meeting to review Title I initiatives and goals.

Beat the MSTEP - Community informational meeting to highlight awareness and test taking skills and strategies.

PTO Sponsored Events and Activities - The PTO plans and sponsors many activities throughout the year such as: Holiday Bazaar, Food Drives, Ice Cream Social, Book Fairs, March is Reading Month, and Parent's Night Out, as well as various fundraisers to support PBS and other educational programs and field trips.

Community Assessment Referral and Education (C.A.R.E) Parent Education Classes-Presentations designed to give parents real solutions for real life problems. The programs help foster positive interaction between all members of the family and promote healthy ways to deal with life's challenges.

Parent Volunteer Program - A program designed to increase participation, and train parent volunteers in our school.

Internet Safety- Macomb Area Computer Enforcement presentation on how to safely use the internet, including social networking and online gaming sites.

School Wide Book Club/Read-Ins - A variety of activities to encourage parents and students to read together. Read-Ins are planned throughout the school year to help parents develop skills and strategies for supporting students at home. A school-wide book club will take place in March to celebrate the enjoyment of reading. Parents and students will be encouraged to read and share a quality piece of literature. An activity will conclude the book club.

Kindergarten/New Parent Welcome - Invite the kindergarten parents to a small informal gathering on the first day of school to welcome them to the Dort Community and share school information.

We keep parents informed of Title I Services in several ways including:

- Annual parent meetings held throughout the school year to encourage participation, present information and evaluate Title I services.
- Literacy Coach meets with parents at conferences and sends evaluations for students receiving Intervention services.
- A Parent Information Center is located by the main entrance to the building.
- Information about school programs and services are included in our monthly newsletters which are sent home with all students.
- A Title I representative is available at Parent Club meetings to explain activities, services and resources.
- The "Compact Corner" is printed in the monthly school newsletters to review expectations with stakeholders.

School Improvement Plan

Dort Elementary School

- Title I Parent, Student, Teacher, and Principal Compact

Preschool & Middle School Transition Strategies

District preschool programs include GSRP (Great Start Readiness Program), ECDD (Early Childhood Developmental Delay), Head Start, and a tuition preschool. All early childhood teachers are included in district professional development and have copies of kindergarten target goals and curriculum. Early childhood teachers forward student assessment data to receiving kindergarten teachers. In the spring, elementary schools host a Kindergarten Information Night to help provide a smooth transition from preschool to kindergarten. When students register for kindergarten, parents and students are given a building tour and are sent postcards and fliers inviting them to attend family activity nights and socials. In addition, Dort has several days when incoming kindergarten families are invited to attend school readiness activities.

Tentative schedule of Kindergarten Transition Dates

- May 2016 Incoming readiness assessment and parent meeting
- June 2016 Popsicles on the Playground socializing activity
- August 2016 Meet the Teacher
- September 2016 New Parent Welcome
- Sept/Oct 2016 Kindergarten Entrance Assessment
- March 2017 Information Night and Registration
- April 2017 Kindergarten Family Literacy Day
- May 2017 Exploring the World of Kindergarten
- May 2017 Kindergarten Screening (for 2017-18)
- June 2017 Popsicles on the Playground

Students enrolled in the fifth grades at Dort Elementary have the opportunity to attend various events at the middle school including parent/student orientation. They are also able to visit different music and sports venues to experience the clubs and teams available to them as middle school students. Middle school administrators also attend elementary open houses and Parent/Teacher Organization meetings throughout the school year. Representatives from the junior high come to help students schedule classes and present information on the Restorative Justice Program implemented at the junior high. This helps parents understand the expectations of middle school and feel comfortable with teachers and administrators. A smooth transition keeps parents involved in their student's education as they move to the middle school.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

The stakeholders are represented and participate in Title 1 Parent Meetings and Parent Teacher Organization monthly meetings. A representative of the stakeholders attend School Improvement Meetings. Also, the stakeholders complete a variety of surveys addressing different aspects of the School Improvement Plan. In addition to the building level plan, representatives from stakeholder groups attend district level meetings to evaluate programs initiated on a district level.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The School Improvement Plan is presented to the stakeholders at Curriculum Night. Monthly updates are given to stakeholders at the Parent Teacher Organization meetings as well as in monthly newsletters.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

Our two most concerning challenges regarding student enrollment are the changes in student demographics and the transiency of our students.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

Over 3 years, the trend of students chronically absent has decreased as of 2015-2016 school year. From a high of 28.8 to a low of 7.8% in 2015-2016

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

Regarding student referrals for discipline, the majority of office referrals deal with disrespect to the school community, and minor issues of aggression towards other students.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

Student mobility and social economic data can be used to provide additional resources and services to help with family stability. We work closely with organizations such as Operation Kid Equip, Macomb County Family Services, CARE, local businesses, and our Homeless Education Liaison, to support family needs.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

In the 2015-2016 Dort Elementary under went some personnel changes. A new principal along with an additional 5th grade classroom were added to the building. The changes in leadership along with the implementation of some new district initiatives have required the staff to adjust teaching practices and interactions. Formal and informal conversations happen daily in regards to student deficits and achievement needs. The ability to openly work together and discuss programs allows for staff to make changes and accommodations to improve student
SY 2016-2017

achievement.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

The majority of staff at Dort Elementary are experienced/master teachers. Their knowledge of subject matter and content they teach have a positive impact on student achievement. Direct Instruction and departmentalization help to ensure student success. The staff's ability to openly work together and discuss programs allow changes and accommodations to be made to improve student achievement.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

The principal of Dort Elementary is only absent when necessary. During these absences he remains available to staff through text, email, and calls to assist in any issues that may need immediate attention. This availability allows the staff to make quick decisions when the principal is out of the building. In addition, there is also a "Teacher-In-Charge" assigned to helping with student behavioral issues should they arise in the principal's absence. The systems in place allow for student learning to continue in the principal's absence.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

Teacher absences are kept to a minimum with only a couple of instances where teachers are out for 2 or more days. Teachers are required to leave extensive lesson plans for substitutes in order to reduce the potential of teacher absence impacting student achievement. In many cases, specific substitute teachers and/or certified building staff are requested to sub in classrooms. This allows for a more consistent program fluency when teachers are absent.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

Although there are no identified challenges regarding attendance of teachers and school leaders at Dort Elementary, the district does offer attendance incentives per card marking and for the full year.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

Strand IV-School, Family, and Community Relations was our strongest strand. Our school uses various modes of frequent communication to reach our stakeholders. We were also strong in various indicators through out the strands such as program/curriculum implementation and assessment focus.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

Strand I-Teaching for learning was our lowest score standard (2.9). Our lowest indicators dealt with students being involved in curriculum decisions and dedicated time for teacher collaboration.

12. How might these challenges impact student achievement?

Student involvement in instructional/curriculum decisions could help with student buy-in for lessons. Collaboration time is happening, but it is not a formal plan. For the upcoming 2015-16 school year we will be putting a more formalized plan in place to ensure teacher collaboration time.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

For the upcoming 2015-16 school year we will be putting a more formalized plan in place to ensure teacher collaboration time. The plan includes building and district collaboration times for student "late start" dates.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

All possible opportunities for intervention programs are assigned and offered as part of the IEP and/or 504 process. The child study team at our building looks at all possible avenues for students with disabilities. The team works with the Macomb ISD, staff, parents, and outside entities to give access to programs.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

Before and after school tutoring and work assistance as well as, year round schooling are options for students. Various groups and clubs with individual goals are also available.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

Students are currently identified for special programs in a variety of ways. NWEA testing, Reading Mastery scores, Connecting Math Concepts data, state assessment results, local formative and summative assessments, and teacher recommendations are used. Parents are notified of these opportunities through the district website, school and classroom newsletters, the Parent Portal, Class Dojo, Parent Teacher Conferences, notes and phone calls.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

The Common Core State Standards are embedded in our SIP plan and are incorporated in to teacher lesson plans. Training through the intermediate school district regarding CCSS is also incorporated in the school district's plan for professional development. The new reading and math programs, the Direct Instruction series have CCSS crossover lessons embedded in the program. All teachers have been provided with extensive materials regarding the CCSS and use the standards to plan lessons in all core subjects. All staff has been training in Classroom Instruction That Works. Follow up and continuing professional development will continue to be part of the School Improvement Plan.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

N/A

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

According to results from formative and summative assessments from our reading series and NWEA MAP testing, our students are becoming more fluent readers and developing more stamina for reading longer passages. Current State Assessment scores are not available.

19b. Reading- Challenges

Challenges to our students reading achievement deals mostly with a lack of vocabulary and literacy background. Previous state testing scores show low vocabulary scores.

19c. Reading- Trends

Although we still need improvement, overall our reading scores have improved. According to recent reading assessments, the student's have improved in fluency as well as comprehension. Implementing Direct Instruction has had a positive affect on student n achievement. The continuous curriculum from grades K-5 allows teachers to monitor and deliver a cohesive instruction.

19d. Reading- Summary

School Improvement Plan

Dort Elementary School

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Vocabulary challenges are being addressed through our Direct Instruction Reading, Language and Math Programs. Reading Mastery and Connecting Math Concepts focus on vocabulary, fluency, and comprehension skills aimed at building a focused literacy background.

20a. Writing- Strengths

Students writing skills have shown improvement in a variety of areas. The Reading Mastery program has grade level writing skills embedded into daily instruction. Summative assessments in the Reading Mastery program are showing improvements in conventions, grammar, and genre.

20b. Writing- Challenges

Students need to be more descriptive in writing and show more stamina in writing passages. Currently their samples are short and lack details.

20c. Writing- Trends

The students have shown minimal improvement due to Direct Reading instruction. State Testing results are not currently available as the format has changed..

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

School Improvement Plan

Dort Elementary School

Writing is an area of concern for our school. Writing curriculum has been embedded in to the Reading Mastery series. Being A Writer along with the reading series will be used at all grade levels. We will use the summative and formative writing assessments from this series to monitor writing goals. Departmentalization will be implemented in the 2016/2017 school year to ensure daily writing instruction and cohesive instruction.

21a. Math- Strengths

According to the NWEA MAP tests that were given to students in September and January, students made large gains in Math Computation.

21b. Math- Challenges

Math vocabulary, geometry and problem solving are the biggest challenges for our students.

21c. Math- Trends

According to our NWEA MAP Test scores, students are making great strides in their computation skills since the implementation of our DI math program (Connecting Math Concepts). All math skills are moving towards national goals on this assessment.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Due to the implementation of our new math series, we are finding great success in the overall math proficiency and computation skills of our students in all grades.

22a. Science- Strengths

Science scores have shown a slight increase over previous years. The district science program along with departmentalization will continue to support student achievement in science.

22b. Science- Challenges

Although Science scores have improved, the overall scores are still below proficiency ratings.

22c. Science- Trends

Students have hands on to focused Science lessons through an additional support class for grades 3-5.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Departmentalization in science instruction will help ensure students in all grades receive daily science lessons. Scores on state and local assessments will be monitored further as results are reported from the MSTEP.

23a. Social Studies- Strengths

According to state assessments, students strengths are geography and state history.

23b. Social Studies- Challenges

Students scored lower in areas of economics and government.

23c. Social Studies- Trends

Student scores for 2015-16 will be monitored further as MSTEP testing results are made available.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Students in grades 3-5 have begun using the Atlas-Rubicon Social Studies curriculum and Social Studies weekly enrichment material to improve background knowledge and CCSS skills. In addition, departmentalization will be implemented in 2016-17 to help ensure social studies lessons are incorporated into daily instruction for grades K-5.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

100% of students in grades Kindergarten through 2nd grade believe:

- (1) My teacher tells me when i do good work.
- (2) My teacher wants me to learn.
- (3) My school has books for me to read.

100% of students in grades 3-5 believe:

My teacher wants me to do my best in school.

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

15% of students in grades k-2 do not believe:

My family likes to come to my school.

8% of students in grade 3-5 do not believe:

In my school, students treat adults with respect.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

The Positive Behavior Support Program will be adapted to include lessons on being respectful to adults and peers.

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

96% of parents/guardians agree or strongly agree that our school provides qualified staff members to support student learning, our school provides an adequate supply of learning resources that are current and in good condition, and that our school provides a safe learning

environment.

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

Only 64% of parents agree or strongly agree that our school shares responsibility for student learning with its stakeholders. While only 68% believe our school provides opportunities for stakeholders to be involved in the school

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

Parents, guardians, and other stakeholders need to feel some ownership over their student's education. We will disseminate information with purpose, have parents in for community involvement events, and involve them in the decision making process where appropriate.

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

94% of staff agree that our school's leaders hold all staff members accountable for student learning.

90% of staff believe that all teachers in our school use a process to inform students of their learning expectations and standards of performance.

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

only 76 % of staff agree that our school ensures all staff members are trained in the evaluation, interpretation, and use of data.

75% agree that our school uses multiple assessment measures to determine student learning and school performance.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

Additional efforts will be made to include stakeholders in the review and revision of our school purpose statement.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

No survey results were received from stakeholders outside of our staff, parents, and students.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

No survey results were received from stakeholders outside of our staff, parents, and students.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

Ideas and plans will be formed during staff meetings to decide who addition stakeholders may be and how to get them to complete survey results.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

Our school community feels confident in the curriculum and high academic expectations we have for our students and staff. We do need to include community agencies and business to get an idea of how we are perceived outside of our school community.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

Student achievement could be raised through an understanding of perceptual data from our community and a more formal review of our purpose statement.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

Student achievement could be raised through an understanding of perceptual data from our community and a more formal review of our purpose statement. The perception data we received was mostly very positive and reflected positive changes and high academic expectation for our students. we will continue the strategies and activities we have instituted and address technology needs as we receive additional information from State Standardized Testing information.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	NWEA MAP Test, Reading Mastery, Corrective Reading, Interim Assessments, Connecting Math Concepts, 2017 state assessments	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://www.rcs.misd.net/annual-reports.html	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	k-5th school	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	Anti-discrimination policy is printed in the first school newsletter of each school year. Policy is also maintained by the Roseville Community Schools Administration Building.	

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Rebecca Vasil Deputy Superintendent Roseville Community Schools 18975 Church Street Roseville, MI 48066 (586) 445-5513	

School Improvement Plan

Dort Elementary School

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	http://www.rcs.misd.net/assets/elementary-2014-2015.pdf Page 16-19	

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		Dort Parent Student Compact

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes		

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 2015-2016 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 2016-2017 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
	<p>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.</p>	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
	<p>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.</p>	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 increase in students an additional 5th grade teacher was added to our faculty. The building principal was reassigned to another elementary school and a new principal hired for our building. All other staff members remained in their same teaching positions.

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

years of experience	#of staff
0-4	1
5-10	2
11-15	8
16-20	7
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 Deputy 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 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	Attached here is the district PD plan. 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.	Pd 2016/2017

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	Parent Involvement 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. 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 2017-2018 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 2017-2018 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		Dort Parent Compact

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 2016-2017 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 2016-2017 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.

Dort 2016-2017 School Improvement Plan

Overview

Plan Name

Dort 2016-2017 School Improvement Plan

Plan Description

Final

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 improve math proficiency.	Objectives: 1 Strategies: 5 Activities: 18	Academic	\$27862
2	All students at Dort Elementary will become proficient writers.	Objectives: 1 Strategies: 5 Activities: 13	Academic	\$0
3	All students at Dort Elementary will become proficient readers.	Objectives: 1 Strategies: 5 Activities: 17	Academic	\$333
4	All students at Dort Elementary will increase proficiency in science.	Objectives: 1 Strategies: 5 Activities: 15	Academic	\$0
5	All students at Dort Elementary will increase proficiency in social studies.	Objectives: 1 Strategies: 5 Activities: 12	Academic	\$0
6	Improve the building culture at Dort Elementary.	Objectives: 1 Strategies: 2 Activities: 8	Organizational	\$800

Goal 1: All students at Dort Elementary will improve math proficiency.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth in basic skills and concepts in Mathematics by 06/16/2017 as measured by Spring 2017 NWEA MAP Test.

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 - Connecting Math Concepts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use CMC for daily math instruction.	Direct Instruction	Tier 1	Monitor	09/05/2016	06/16/2017	\$0	General Fund	Instructional staff
Activity - CMC Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will provide ongoing staff development in CMC to ensure fidelity of program.	Professional Learning	Tier 1	Implement	09/05/2016	06/12/2017	\$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 2Inform and NWEA MAP data to monitor and evaluate student progress.	Technology	Tier 1	Evaluate	09/12/2016	06/12/2017	\$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, MAP and CMC data.	Teacher Collaboration	Tier 1	Monitor	10/03/2016	05/15/2017	\$0	No Funding Required	Principal, teachers, Data Coach

School Improvement Plan

Dort Elementary School

Activity - Principal Observations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will do classroom observations of CMC and provide feedback for teachers.	Walkthrough	Tier 1	Monitor	09/12/2016	05/15/2017	\$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 - Summer School Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Roseville Community Schools will offer summer school for all students K-5.	Academic Support Program	Tier 1	Implement	06/26/2017	08/11/2017	\$0	General Fund	District, principals and teachers

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 in the computer lab.	Academic Support Program	Tier 2	Monitor	10/03/2016	04/12/2017	\$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	09/12/2016	06/02/2017	\$19912	Title I Schoolwide	Instructional aides, support staff and teachers

Activity - Moby Max	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Dort Elementary School

Teachers will use Moby Max to differentiate instruction in math.	Technology	Tier 1	Getting Ready	09/19/2016	06/02/2017	\$700	Title I Schoolwide	Teachers
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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 - TRIG Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use strategies and technology resources learned in TRIG to increase student achievement.	Academic Support Program	Tier 1	Monitor	09/12/2016	06/02/2017	\$0	No Funding Required	Instructional staff

Activity - Computer Lab	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will receive computer instruction 3 times a week.	Technology , Academic Support Program	Tier 1	Monitor	09/12/2016	05/12/2017	\$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, etc.)	Technology , Academic Support Program	Tier 1	Monitor	09/12/2016	06/02/2017	\$7250	Title I Schoolwide	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	Getting Ready	09/12/2016	06/02/2017	\$0	Title I Schoolwide	Teachers

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

School Improvement Plan

Dort Elementary School

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	09/12/2016	05/31/2017	\$0	No Funding Required	MISD tutors, teachers and district

Activity - Direct Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Direct Instruction to teach and monitor progress of ELL students in math.	Academic Support Program, Direct Instruction	Tier 1	Monitor	09/12/2016	06/02/2017	\$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		03/01/2017	03/31/2017	\$0	No Funding Required	Literacy Coach , principal and district

Strategy 5:

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

Category: Mathematics

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

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

Tier: Tier 1

Activity - Parent Informational Meeting	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

Principal will hold a Parent Informational Meeting to explain Direct Instruction.	Community Engagement, Academic Support Program	Tier 1	Implement	09/20/2016	09/20/2016	\$0	No Funding Required	Principal
Activity - Model CMC Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will demonstrate and model the Connecting Math Concepts strategies at monthly Parent Club meetings. This will allow parents to become familiar with the math program.	Academic Support Program	Tier 1	Implement	09/14/2016	05/17/2017	\$0	No Funding Required	Teachers and principal

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

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in writing a variety of genre in English Language Arts by 06/16/2017 as measured by 2017 M-Step Assessment.

Strategy 1:

Data Driven Instruction - Teachers will use MSTEP and 2Inform to guide writing instruction.

Category: English/Language Arts

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

Tier: Tier 1

Activity - Reading Mastery Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Reading Mastery Core Lesson Connections and Language Programs for daily writing instruction.	Direct Instruction	Tier 1	Monitor	09/12/2016	06/12/2017	\$0	General Fund	All instructional staff
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 and Reading Mastery Programs to analyze student strengths and weaknesses in writing.	Academic Support Program	Tier 1	Evaluate	09/12/2016	06/12/2017	\$0	No Funding Required	Teachers and principal

School Improvement Plan

Dort Elementary School

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 and MAP language test data.	Academic Support Program	Tier 1	Monitor	09/12/2016	06/02/2017	\$0	No Funding Required	Data Coach, principal, and teachers

Strategy 2:

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

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.

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

Tier: Tier 1

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Roseville Schools will offer summer school for all students grades K-5.	Academic Support Program	Tier 1	Monitor	06/27/2017	08/17/2017	\$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 in the computer lab.	Academic Support Program	Tier 2	Monitor	10/03/2016	05/19/2017	\$0	Section 31a	Principal 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 writing instruction for Tier 2 and Tier 3 students.	Academic Support Program	Tier 2	Monitor	09/12/2016	06/02/2017	\$0	Title I Schoolwide	Instructional aides, support staff and teachers

School Improvement Plan

Dort Elementary School

Strategy 3:

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

Category: English/Language Arts

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

Tier: Tier 1

Activity - TRIG Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use strategies and technology resources learned in TRIG to increase student achievement.	Technology , Academic Support Program	Tier 1	Monitor	09/12/2016	06/02/2017	\$0	No Funding Required	Teachers

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 instruction. (Chromebooks, iPads, whiteboards, Apple TV, etc.)	Technology , Academic Support Program	Tier 1	Getting Ready	09/12/2016	06/02/2017	\$0	No Funding Required	Teachers and Tech Para

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 writing.	Technology	Tier 1	Implement	09/12/2016	06/02/2017	\$0	No Funding Required	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 Tutors	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutors from the MISD will provide support for ELL students learning with grammar and writing skills.	Academic Support Program	Tier 2	Monitor	09/12/2016	05/31/2017	\$0	No Funding Required	MISD tutors classroom teachers, district

School Improvement Plan

Dort Elementary School

Activity - Direct Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Direct Instruction to teach and monitor progress of ELL students.	Academic Support Program	Tier 2	Monitor	09/12/2016	06/02/2017	\$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 2	Evaluate	03/01/2017	03/31/2017	\$0	No Funding Required	Literacy Coach, principal, district

Strategy 5:

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

Category: English/Language Arts

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

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

Tier: Tier 1

Activity - Parent Informational Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will hold a Parent Informational Meeting to explain Direct Instruction.	Parent Involvement	Tier 1	Monitor	09/20/2016	09/20/2016	\$0	No Funding Required	Principal

Goal 3: All students at Dort Elementary will become proficient readers.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth in RIT score in English Language Arts by 06/12/2017 as measured by 2017 NWEA SPRING MAP Test.

Strategy 1:

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

Category: English/Language Arts

School Improvement Plan

Dort Elementary School

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 - Reading Mastery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Reading Mastery for daily reading instruction.	Direct Instruction	Tier 1	Implement	09/12/2016	06/12/2017	\$0	General Fund	Instructional staff
Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use NWEA MAP and 2Inform data to monitor and evaluate student progress.	Technology, Academic Support Program	Tier 1	Evaluate	09/05/2016	06/12/2017	\$0	General Fund	Principal, Literacy Coach, 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	09/05/2016	05/15/2017	\$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.	Teacher Collaboration, Curriculum Development	Tier 1	Monitor	09/12/2016	06/02/2017	\$0	No Funding Required	Data Coach, principal and teachers

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

School Improvement Plan

Dort Elementary School

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 - Summer School Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Roseville Schools will offer summer school for all students grades K-5.	Academic Support Program	Tier 1	Monitor	06/27/2017	08/17/2017	\$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
Reading support will be provided for At-Risk students twice a week in the computer lab.	Academic Support Program	Tier 2	Monitor	10/03/2016	05/19/2017	\$0	Section 31a	Principal and teachers

Activity - SRA Early Reading Success	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support staff will use SRA Early Reading Interventions to support At-Risk students in reading.	Academic Support Program, Direct Instruction	Tier 2	Implement	09/19/2016	05/30/2017	\$0	No Funding Required	Instructional support staff

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 instruction for Tier 2 and Tier 3 students.	Academic Support Program	Tier 2	Monitor	09/12/2016	06/01/2017	\$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

School Improvement Plan

Dort Elementary School

Tier 2 and Tier 3 students will receive Corrective Reading instruction.	Academic Support Program	Tier 2	Monitor	09/19/2016	05/31/2017	\$0	No Funding Required	Instructional support staff
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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 - TRIG Strategies (Teacher Readiness Infrastructure Grant)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use strategies and technology resources learned in TRIG to increase student achievement.	Technology, Professional Learning	Tier 1	Implement	09/12/2016	06/05/2017	\$0	Other	Teachers

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, digital projectors, etc.) to present and enhance daily reading instruction..	Technology	Tier 1	Getting Ready	10/01/2016	06/01/2017	\$0	No Funding Required	Teachers and Tech Para

Activity - Computer Lab	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Dort Elementary School

All students will receive computer instruction 3 times a week.	Technology , Academic Support Program	Tier 1	Monitor	09/12/2016	06/02/2017	\$0	No Funding Required	Teachers and Tech Para
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Strategy 4:

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

Category: English/Language Arts

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

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

Tier: Tier 1

Activity - Parent Informational Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will hold a Parent Informational Meeting to explain Direct Instruction.	Community Engagement	Tier 1	Implement	09/20/2016	09/20/2017	\$0	No Funding Required	Principal

Activity - Family Book Club	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dort families will participate in a Family Book Club during March is Reading Month.	Community Engagement, Parent Involvement	Tier 1	Implement	02/24/2017	03/31/2017	\$333	Title I Schoolwide	Literacy Coach, Reading Committee, teachers and Parent Club

Strategy 5:

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

10.1598/RRQ.39.2.3

Tier: Tier 2

School Improvement Plan

Dort Elementary School

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 support for English Language Learners.	Academic Support Program	Tier 2	Monitor	09/12/2016	06/02/2017	\$0	No Funding Required	MISD tutors, classroom teachers, district
Activity - Walk to Read	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive reading instruction at the appropriate instructional level.	Academic Support Program	Tier 1		09/12/2016	06/02/2017	\$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	03/01/2017	03/31/2017	\$0	No Funding Required	Literacy Coach, principal, district

Goal 4: All students at Dort Elementary will increase proficiency in science.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth 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 knowledge, skills and concepts in Science by 06/02/2017 as measured by Spring State Assessments.

Strategy 1:

Data Driven Instruction - Teachers will use MSTEP data to guide instruction in science.

Category: Science

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

Tier: Tier 1

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use data to monitor student performance. Teachers will adjust and modify lessons to meet instructional needs.	Curriculum Development	Tier 1	Monitor	10/03/2016	06/12/2017	\$0	No Funding Required	Teachers

School Improvement Plan

Dort Elementary School

Activity - Core Science Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Next Generation Science Standards to plan daily science lessons.	Curriculum Development	Tier 1	Implement	09/05/2016	06/12/2017	\$0	No Funding Required	Teachers
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 data to plan science instruction.	Teacher Collaboration, Curriculum Development	Tier 1	Getting Ready	09/26/2016	06/02/2017	\$0	No Funding Required	Data Coach, principal and teachers

Strategy 2:

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

Category: Science

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.

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

Tier: Tier 1

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Roseville Schools will offer summer school for all students grades K-5.	Academic Support Program	Tier 1	Monitor	06/27/2017	08/17/2017	\$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
Academic support will be provided for At-Risk students twice a week in the computer lab.	Academic Support Program	Tier 2	Monitor	10/03/2016	05/19/2017	\$0	Section 31a	Principal and teachers
Activity - Science Enrichment Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Dort Elementary School

Students in grades 3-5 will receive an auxiliary science class. The science teacher will provide weekly exploratory and hands-on activities to enhance science concepts.	Academic Support Program	Tier 1	Monitor	09/12/2016	06/08/2017	\$0	No Funding Required	Science teacher
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Activity - Departmentalization	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will departmentalize science instruction. Through departmentalization students will have additional time, lessons and classes to increase science concepts and understanding.	Academic Support Program	Tier 1	Implement	09/12/2016	06/02/2017	\$0	No Funding Required	Principal and teachers

Strategy 3:

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

Category: Science

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

Tier: Tier 1

Activity - TRIG Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use strategies and technology resources learned in TRIG to increase student achievement.	Technology , Academic Support Program	Tier 1	Monitor	09/12/2016	06/02/2017	\$0	No Funding Required	Teachers, and Tech Para

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 instruction. (Chromebooks, iPads, whiteboards, Apple TV, etc.)	Technology	Tier 1	Getting Ready	09/12/2016	06/02/2017	\$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 science.	Technology , Academic Support Program	Tier 1	Implement	09/12/2016	05/01/2017	\$0	No Funding Required	Teachers

Activity - Science 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 Studies Weekly online magazine to review science concepts.	Technology , Supplemental Materials	Tier 1	Implement	09/12/2016	06/02/2017	\$0	No Funding Required	Teachers
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Strategy 4:

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

Category: Science

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	09/12/2016	05/31/2017	\$0	No Funding Required	MISD tutors, classroom teachers, district

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 2	Evaluate	03/01/2017	03/31/2017	\$0	No Funding Required	Literacy Coach and principal

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use the interactive program, Smarty Pants, for differentiated science instruction.	Technology , Academic Support Program	Tier 2	Implement	09/12/2016	06/02/2017	\$0	No Funding Required	MISD tutors, teachers

Strategy 5:

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

Category: Science

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

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

School Improvement Plan

Dort Elementary School

Tier: Tier 1

Activity - Parent Informational Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will hold a Parent Informational Meeting to explain changes in science instruction and the Next Generation science Standards.	Community Engagement, Parent Involvement	Tier 1	Getting Ready	09/20/2016	09/20/2016	\$0	No Funding Required	Principal

Goal 5: All students at Dort Elementary will increase proficiency in social studies.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in knowledge and concepts in Social Studies by 06/02/2017 as measured by 2017 Spring State Assessments.

Strategy 1:

Data Driven Instruction - Teachers will use MSTEP data to guide social studies instruction.

Category: Social Studies

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

Tier: Tier 1

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use data to monitor and evaluate student progress. Teachers will adjust and modify lessons to meet instructional needs.	Curriculum Development	Tier 1	Monitor	09/12/2016	06/09/2017	\$0	No Funding Required	Teachers

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 data to plan social studies instruction.	Teacher Collaboration, Curriculum Development	Tier 1	Monitor	09/12/2016	06/02/2017	\$0	No Funding Required	Data Coach, principal and teachers

School Improvement Plan

Dort Elementary School

Strategy 2:

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

Category: Social Studies

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.

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

Tier: Tier 1

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Roseville schools will offer summer school for all students grades K-5.	Academic Support Program	Tier 1	Monitor	06/27/2017	08/17/2017	\$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
Academic support will be provided for At-Risk students twice a week in the computer lab.	Academic Support Program	Tier 2	Monitor	10/03/2016	05/19/2017	\$0	Section 31a	Principal and teachers
Activity - Departmentalization	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will departmentalize social studies instruction. Through departmentalization students will have additional time, lessons and classes to increase social studies knowledge and understanding.	Academic Support Program	Tier 1	Implement	09/12/2016	06/02/2017	\$0	No Funding Required	Principal and teachers

Strategy 3:

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

Category: Social Studies

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

Tier: Tier 1

School Improvement Plan

Dort Elementary School

Activity - TRIG Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use strategies and technology resources learned in TRIG to increase student achievement.	Technology , Academic Support Program	Tier 1	Monitor	09/12/2016	06/02/2017	\$0	No Funding Required	Teachers and Tech Para
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 social studies instruction. (Chromebooks, iPads, whiteboards, Apple TV, etc.)	Technology , Academic Support Program	Tier 1	Implement	09/12/2016	06/02/2017	\$0	No Funding Required	Teachers
Activity - Social Studies Weekly	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades 3-5 will use Social Studies Weekly online magazine to review social studies concepts.	Technology , Academic Support Program	Tier 1	Implement	09/12/2016	06/02/2017	\$0	Other	Teachers

Strategy 4:

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

Category: Social Studies

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 1

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	09/12/2016	05/31/2017	\$0	No Funding Required	MISD tutors, classroom teachers, district
Activity - WIDA Testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All ELL students are tested annually using the WIDA assessment to track progress in English Language acquisition.	Academic Support Program	Tier 2	Evaluate	03/01/2017	03/31/2017	\$0	No Funding Required	Literacy Coach and principal
Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use the interactive program, Smarty Pants, to increase vocabulary development in social studies.	Technology , Academic Support Program	Tier 2	Monitor	09/12/2016	06/02/2017	\$0	No Funding Required	MISD tutors, teachers

Strategy 5:

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

Category: Social Studies

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

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

Tier: Tier 1

Activity - Parent Informational Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will hold a Parent Informational Meeting to explain changes in Social Studies instruction.	Academic Support Program	Tier 1	Monitor	09/20/2016	09/20/2016	\$0	No Funding Required	Principal

Goal 6: Improve the building culture at Dort Elementary.

Measurable Objective 1:

demonstrate a behavior that will improve social skills by 06/09/2017 as measured by the number of student referrals and suspensions.

Strategy 1:

PBIS - Positive Behavior Intervention Support - Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success.

Category: School Culture

Research Cited: www.pbis.org/research

Tier: Tier 1

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Activity - Schoolwide Behavior Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will develop and implement a schoolwide behavior plan.	Behavioral Support Program	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$0	No Funding Required	PBIS Committee principal and all school staff.
Activity - School Assemblies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PBIS Committee will plan monthly school assemblies to reinforce and celebrate appropriate student behavior.	Behavioral Support Program	Tier 1	Getting Ready	09/12/2016	06/09/2017	\$0	Other	PBIS Committee, principal, teachers, Parent Club
Activity - PBIS Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal and the PBIS Committee will attend training at the MISD.	Behavioral Support Program, Professional Learning	Tier 1		09/06/2016	09/30/2016	\$0	No Funding Required	PBIS Committee, principal
Activity - Star Productions Performance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will attend a performance at Roseville Middle School. The program will emphasize social skills.	Field Trip, Behavioral Support Program	Tier 1	Implement	10/14/2016	10/14/2016	\$800	Title I Schoolwide	Literacy Coach, principal and teachers
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	09/06/2016	06/09/2017	\$0	No Funding Required	Principal and PBIS Committee

Strategy 2:

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

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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.	Community Engagement, Parent Involvement	Tier 1	Implement	09/06/2016	09/06/2016	\$0	Other	Literacy Coach, principal, Parent Club
Activity - Parent Informational Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will hold a Parent Informational Meeting to explain the PBIS behavior plan and expectations for student conduct.	Behavioral Support Program, Parent Involvement	Tier 1	Getting Ready	09/20/2016	09/20/2016	\$0	No Funding Required	Principal
Activity - Engaging Students in Poverty	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend district Professional Development - Engaging Students in Poverty.	Behavioral Support Program, Academic Support Program, Professional Learning	Tier 1	Getting Ready	08/30/2016	08/30/2016	\$0	General Fund	District, teachers

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
Social Studies Weekly	Teachers in grades 3-5 will use Social Studies Weekly online magazine to review social studies concepts.	Technology , Academic Support Program	Tier 1	Implement	09/12/2016	06/02/2017	\$0	Teachers
School Assemblies	The PBIS Committee will plan monthly school assemblies to reinforce and celebrate appropriate student behavior.	Behavioral Support Program	Tier 1	Getting Ready	09/12/2016	06/09/2017	\$0	PBIS Committee, principal, teachers, Parent Club
New Student Welcome	The school will host a new parent welcome on the first day of school to familiarize parents with the school.	Community Engagement, Parent Involvement	Tier 1	Implement	09/06/2016	09/06/2016	\$0	Literacy Coach, principal, Parent Club
TRIG Strategies (Teacher Readiness Infrastructure Grant)	Teachers will use strategies and technology resources learned in TRIG to increase student achievement.	Technology , Professional Learning	Tier 1	Implement	09/12/2016	06/05/2017	\$0	Teachers

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
CMC Professional Development	District will provide ongoing staff development in CMC to ensure fidelity of program.	Professional Learning	Tier 1	Implement	09/05/2016	06/12/2017	\$0	District, principal, and teaching staff

No Funding Required

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

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Data Meetings	Data Coach and instructional staff will review MSTEP data to plan science instruction.	Teacher Collaboration, Curriculum Development	Tier 1	Getting Ready	09/26/2016	06/02/2017	\$0	Data Coach, principal and teachers
Data Analysis	Staff will use data to monitor student performance. Teachers will adjust and modify lessons to meet instructional needs.	Curriculum Development	Tier 1	Monitor	10/03/2016	06/12/2017	\$0	Teachers
Departmentalization	Teachers will departmentalize science instruction. Through departmentalization students will have additional time, lessons and classes to increase science concepts and understanding.	Academic Support Program	Tier 1	Implement	09/12/2016	06/02/2017	\$0	Principal and teachers
Direct Instruction	Teachers will use Direct Instruction to teach and monitor progress of ELL students in math.	Academic Support Program, Direct Instruction	Tier 1	Monitor	09/12/2016	06/02/2017	\$0	Instructional staff
TRIG Strategies	Teachers will use strategies and technology resources learned in TRIG to increase student achievement.	Technology, Academic Support Program	Tier 1	Monitor	09/12/2016	06/02/2017	\$0	Teachers and Tech Para
Data Meetings	Data Coach and instructional staff will review MSTEP data to plan social studies instruction.	Teacher Collaboration, Curriculum Development	Tier 1	Monitor	09/12/2016	06/02/2017	\$0	Data Coach, principal and teachers
Differentiated Instruction	Students will use the interactive program, Smarty Pants, to increase vocabulary development in social studies.	Technology, Academic Support Program	Tier 2	Monitor	09/12/2016	06/02/2017	\$0	MISD tutors, teachers
TRIG Strategies	Teachers will use strategies and technology resources learned in TRIG to increase student achievement.	Academic Support Program	Tier 1	Monitor	09/12/2016	06/02/2017	\$0	Instructional staff
Data Trends	The staff will use Power School data to track trends in student behavior.	Technology, Behavioral Support Program	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$0	Principal and PBIS Committee
Parent Informational Meeting	Principal will hold a Parent Informational Meeting to explain Direct Instruction.	Community Engagement	Tier 1	Implement	09/20/2016	09/20/2017	\$0	Principal
Principal Observations	Principal will do classroom observations of CMC and provide feedback for teachers.	Walkthrough	Tier 1	Monitor	09/12/2016	05/15/2017	\$0	Principal
Computer Lab	All students will receive computer instruction 3 times a week.	Technology, Academic Support Program	Tier 1	Monitor	09/12/2016	06/02/2017	\$0	Teachers and Tech Para

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Corrective Reading	Tier 2 and Tier 3 students will receive Corrective Reading instruction.	Academic Support Program	Tier 2	Monitor	09/19/2016	05/31/2017	\$0	Instructional support staff
Principal Observations	Principal will do classroom observations of Direct Instruction and provide feedback for teachers.	Walkthrough	Tier 1	Monitor	09/05/2016	05/15/2017	\$0	Principal
Science Studies Weekly	Teachers in grades 3-5 will use Science Studies Weekly online magazine to review science concepts.	Technology, Supplemental Materials	Tier 1	Implement	09/12/2016	06/02/2017	\$0	Teachers
TRIG Strategies	Teachers will use strategies and technology resources learned in TRIG to increase student achievement.	Technology, Academic Support Program	Tier 1	Monitor	09/12/2016	06/02/2017	\$0	Teachers, and Tech Para
Computer Lab	All students will receive computer instruction 3 times a week.	Technology, Academic Support Program	Tier 1	Monitor	09/12/2016	05/12/2017	\$0	Teachers and support staff
Parent Informational Meeting	Principal will hold a Parent Informational Meeting to explain the PBIS behavior plan and expectations for student conduct.	Behavioral Support Program, Parent Involvement	Tier 1	Getting Ready	09/20/2016	09/20/2016	\$0	Principal
WIDA Testing	All ELL students are tested annually using the WIDA Assessment to track progress in English Language acquisition.	Academic Support Program	Tier 3		03/01/2017	03/31/2017	\$0	Literacy Coach, principal and district
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	03/01/2017	03/31/2017	\$0	Literacy Coach, principal, district
MISD Tutors	Tutors from the MISD will provide support for ELL students learning with grammar and writing skills.	Academic Support Program	Tier 2	Monitor	09/12/2016	05/31/2017	\$0	MISD tutors classroom teachers, district
Interactive Lessons	Teachers will use available technology resources (Chromebooks, iPads, white boards, Apple TV, digital projectors, etc.) to present and enhance daily reading instruction..	Technology	Tier 1	Getting Ready	10/01/2016	06/01/2017	\$0	Teachers and Tech Para
Parent Informational Meeting	Principal will hold a Parent Informational Meeting to explain Direct Instruction.	Parent Involvement	Tier 1	Monitor	09/20/2016	09/20/2016	\$0	Principal
MISD Language Tutors	Tutors from the MISD will provide support for English Language Learners.	Academic Support Program	Tier 2	Monitor	09/12/2016	05/31/2017	\$0	MISD tutors, classroom teachers, district

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MISD Language Tutors	Tutors from the MISD will provide support for English Language Learners.	Academic Support Program	Tier 2	Monitor	09/12/2016	05/31/2017	\$0	MISD tutors, classroom teachers, district
Departmentalization	Teachers will departmentalize social studies instruction. Through departmentalization students will have additional time, lessons and classes to increase social studies knowledge and understanding.	Academic Support Program	Tier 1	Implement	09/12/2016	06/02/2017	\$0	Principal and teachers
Walk to Read	Students will receive reading instruction at the appropriate instructional level.	Academic Support Program	Tier 1		09/12/2016	06/02/2017	\$0	Instructional staff
Moby Max	Teachers will use Moby Max to differentiate instruction in writing.	Technology	Tier 1	Implement	09/12/2016	06/02/2017	\$0	Teachers
Interactive Lessons	Teachers will use available technology resources to enhance daily instruction. (Chromebooks, iPads, whiteboards, Apple TV, etc.)	Technology	Tier 1	Getting Ready	09/12/2016	06/02/2017	\$0	Teachers
MISD Language Tutors	Tutors from the MISD will provide reading support for English Language Learners.	Academic Support Program	Tier 2	Monitor	09/12/2016	06/02/2017	\$0	MISD tutors, classroom teachers, district
Parent Informational Meeting	Principal will hold a Parent Informational Meeting to explain changes in Social Studies instruction.	Academic Support Program	Tier 1	Monitor	09/20/2016	09/20/2016	\$0	Principal
Parent Informational Meeting	Principal will hold a Parent Informational Meeting to explain changes in science instruction and the Next Generation science Standards.	Community Engagement, Parent Involvement	Tier 1	Getting Ready	09/20/2016	09/20/2016	\$0	Principal
WIDA Testing	All ELL students are tested annually using the WIDA assessment to track progress in English Language acquisition.	Academic Support Program	Tier 2	Evaluate	03/01/2017	03/31/2017	\$0	Literacy Coach, principal, district
Interactive Lessons	Teachers will use available technology resources to enhance daily social studies instruction. (Chromebooks, iPads, whiteboards, Apple TV, etc.)	Technology, Academic Support Program	Tier 1	Implement	09/12/2016	06/02/2017	\$0	Teachers
Data Meetings	Data Coach and instructional staff will review MSTEP, MAP and CMC data.	Teacher Collaboration	Tier 1	Monitor	10/03/2016	05/15/2017	\$0	Principal, teachers, Data Coach
Model CMC Strategies	Staff will demonstrate and model the Connecting Math Concepts strategies at monthly Parent Club meetings. This will allow parents to become familiar with the math program.	Academic Support Program	Tier 1	Implement	09/14/2016	05/17/2017	\$0	Teachers and principal

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Schoolwide Behavior Plan	Staff will develop and implement a schoolwide behavior plan.	Behavioral Support Program	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$0	PBIS Committee principal and all school staff.
MISD Language Tutors	Tutors from the MISD will provide support for English Language Learners.	Academic Support Program	Tier 2	Monitor	09/12/2016	05/31/2017	\$0	MISD tutors, teachers and district
Parent Informational Meeting	Principal will hold a Parent Informational Meeting to explain Direct Instruction.	Community Engagement, Academic Support Program	Tier 1	Implement	09/20/2016	09/20/2016	\$0	Principal
Interactive Lessons	Teachers will use available technology resources to enhance daily instruction. (Chromebooks, iPads, whiteboards, Apple TV, etc.)	Technology, Academic Support Program	Tier 1	Getting Ready	09/12/2016	06/02/2017	\$0	Teachers and Tech Para
Moby Max	Teachers will use Moby Max to differentiate instruction in science.	Technology, Academic Support Program	Tier 1	Implement	09/12/2016	05/01/2017	\$0	Teachers
Differentiated Instruction	Students will use the interactive program, Smarty Pants, for differentiated science instruction.	Technology, Academic Support Program	Tier 2	Implement	09/12/2016	06/02/2017	\$0	MISD tutors, teachers
Direct Instruction	Teachers will use Direct Instruction to teach and monitor progress of ELL students.	Academic Support Program	Tier 2	Monitor	09/12/2016	06/02/2017	\$0	Instructional staff
Data Meetings	Data Coaches and instructional staff will review MSTEP and MAP language test data.	Academic Support Program	Tier 1	Monitor	09/12/2016	06/02/2017	\$0	Data Coach, principal, and teachers
Data Analysis	Staff will use data to monitor and evaluate student progress. Teachers will adjust and modify lessons to meet instructional needs.	Curriculum Development	Tier 1	Monitor	09/12/2016	06/09/2017	\$0	Teachers
Core Science Instruction	Teachers will use the Next Generation Science Standards to plan daily science lessons.	Curriculum Development	Tier 1	Implement	09/05/2016	06/12/2017	\$0	Teachers
WIDA Testing	All ELL students are tested annually using the WIDA assessment to track progress in English Language acquisition.	Academic Support Program	Tier 2	Evaluate	03/01/2017	03/31/2017	\$0	Literacy Coach and principal
WIDA Testing	All ELL students are tested annually using the WIDA assessment to track progress in English Language acquisition.	Academic Support Program	Tier 2	Evaluate	03/01/2017	03/31/2017	\$0	Literacy Coach and principal

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Science Enrichment Class	Students in grades 3-5 will receive an auxiliary science class. The science teacher will provide weekly exploratory and hands-on activities to enhance science concepts.	Academic Support Program	Tier 1	Monitor	09/12/2016	06/08/2017	\$0	Science teacher
Data Analysis	Teachers will use data collected from the state assessment and Reading Mastery Programs to analyze student strengths and weaknesses in writing.	Academic Support Program	Tier 1	Evaluate	09/12/2016	06/12/2017	\$0	Teachers and principal
Data Meetings	Data Coaches and instructional staff will review MSTEP, MAP and RM data.	Teacher Collaboration, Curriculum Development	Tier 1	Monitor	09/12/2016	06/02/2017	\$0	Data Coach, principal and teachers
TRIG Strategies	Teachers will use strategies and technology resources learned in TRIG to increase student achievement.	Technology, Academic Support Program	Tier 1	Monitor	09/12/2016	06/02/2017	\$0	Teachers
PBIS Training	The principal and the PBIS Committee will attend training at the MISD.	Behavioral Support Program, Professional Learning	Tier 1		09/06/2016	09/30/2016	\$0	PBIS Committee, principal
SRA Early Reading Success	Support staff will use SRA Early Reading Interventions to support At-Risk students in reading.	Academic Support Program, Direct Instruction	Tier 2	Implement	09/19/2016	05/30/2017	\$0	Instructional support staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Connecting Math Concepts	Teachers will use CMC for daily math instruction.	Direct Instruction	Tier 1	Monitor	09/05/2016	06/16/2017	\$0	Instructional staff
Summer School	Roseville Schools will offer summer school for all students grades K-5.	Academic Support Program	Tier 1	Monitor	06/27/2017	08/17/2017	\$0	Roseville Administration, principals and teachers
Summer School	Roseville Schools will offer summer school for all students grades K-5.	Academic Support Program	Tier 1	Monitor	06/27/2017	08/17/2017	\$0	Roseville Administration, principals and teachers

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Summer School Program	Roseville Schools will offer summer school for all students grades K-5.	Academic Support Program	Tier 1	Monitor	06/27/2017	08/17/2017	\$0	Roseville Administration, principals and teachers
Data Analysis	Teachers will use 2Inform and NWEA MAP data to monitor and evaluate student progress.	Technology	Tier 1	Evaluate	09/12/2016	06/12/2017	\$0	Instructional staff
Engaging Students in Poverty	Staff will attend district Professional Development - Engaging Students in Poverty.	Behavioral Support Program, Academic Support Program, Professional Learning	Tier 1	Getting Ready	08/30/2016	08/30/2016	\$0	District, teachers
Reading Mastery	Teachers will use Reading Mastery for daily reading instruction.	Direct Instruction	Tier 1	Implement	09/12/2016	06/12/2017	\$0	Instructional staff
Data Analysis	Teachers will use NWEA MAP and 2Inform data to monitor and evaluate student progress.	Technology, Academic Support Program	Tier 1	Evaluate	09/05/2016	06/12/2017	\$0	Principal, Literacy Coach, teachers, Data Coach
Reading Mastery Programs	Teachers will use Reading Mastery Core Lesson Connections and Language Programs for daily writing instruction.	Direct Instruction	Tier 1	Monitor	09/12/2016	06/12/2017	\$0	All instructional staff
Summer School Program	Roseville Community Schools will offer summer school for all students K-5.	Academic Support Program	Tier 1	Implement	06/26/2017	08/11/2017	\$0	District, principals and teachers
Summer School	Roseville schools will offer summer school for all students grades K-5.	Academic Support Program	Tier 1	Monitor	06/27/2017	08/17/2017	\$0	Roseville Administration, principals, and teachers

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Small Group Instruction	Instructional aides and support staff will provide small group writing instruction for Tier 2 and Tier 3 students.	Academic Support Program	Tier 2	Monitor	09/12/2016	06/02/2017	\$0	Instructional aides, support staff and teachers

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Small Group Instruction	Instructional aides and support staff will provide small group reading instruction for Tier 2 and Tier 3 students.	Academic Support Program	Tier 2	Monitor	09/12/2016	06/01/2017	\$0	Instructional aides, support staff and teachers
Interactive Lessons	Teachers will use available technology resources to enhance daily math instruction. (Chromebooks, iPads, whiteboards, Apple TV, etc.)	Technology, Academic Support Program	Tier 1	Monitor	09/12/2016	06/02/2017	\$7250	Teachers
Family Book Club	Dort families will participate in a Family Book Club during March is Reading Month.	Community Engagement, Parent Involvement	Tier 1	Implement	02/24/2017	03/31/2017	\$333	Literacy Coach, Reading Committee, teachers and Parent Club
Moby Max	Teachers will use Moby Max to differentiate instruction in math.	Technology, Academic Support Program	Tier 2	Getting Ready	09/12/2016	06/02/2017	\$0	Teachers
Star Productions Performance	Students will attend a performance at Roseville Middle School. The program will emphasize social skills.	Field Trip, Behavioral Support Program	Tier 1	Implement	10/14/2016	10/14/2016	\$800	Literacy Coach, principal and teachers
Moby Max	Teachers will use Moby Max to differentiate instruction in math.	Technology	Tier 1	Getting Ready	09/19/2016	06/02/2017	\$700	Teachers
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	09/12/2016	06/02/2017	\$19912	Instructional aides, support staff and teachers

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
After School Program	Academic support will be provided for At-Risk students twice a week in the computer lab.	Academic Support Program	Tier 2	Monitor	10/03/2016	05/19/2017	\$0	Principal and teachers
After School Program	Language arts support will be provided for At-Risk students twice a week in the computer lab.	Academic Support Program	Tier 2	Monitor	10/03/2016	05/19/2017	\$0	Principal and teachers
After School Program	Reading support will be provided for At-Risk students twice a week in the computer lab.	Academic Support Program	Tier 2	Monitor	10/03/2016	05/19/2017	\$0	Principal and teachers

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After School Program	Academic support will be provided for At-Risk students twice a week in the computer lab.	Academic Support Program	Tier 2	Monitor	10/03/2016	05/19/2017	\$0	Principal and teachers
After School Program	Math support will be provided for At-Risk students twice a week in the computer lab.	Academic Support Program	Tier 2	Monitor	10/03/2016	04/12/2017	\$0	Principals and teachers