School Improvement Plan

Dublin Elementary School
Walled Lake Consolidated Schools

Mr. Jeffrey G Drewno, Principal
425 Farnsworth
White Lake, MI 48386
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Executive Summary</td>
<td>3</td>
</tr>
<tr>
<td>Description of the School</td>
<td>4</td>
</tr>
<tr>
<td>School's Purpose</td>
<td>5</td>
</tr>
<tr>
<td>Notable Achievements and Areas of Improvement</td>
<td>6</td>
</tr>
<tr>
<td>Additional Information</td>
<td>8</td>
</tr>
<tr>
<td>Improvement Plan Stakeholder Involvement</td>
<td>10</td>
</tr>
<tr>
<td>Improvement Planning Process</td>
<td>11</td>
</tr>
<tr>
<td>School Data Analysis</td>
<td>13</td>
</tr>
<tr>
<td>Demographic Data</td>
<td>14</td>
</tr>
<tr>
<td>Process Data</td>
<td>17</td>
</tr>
<tr>
<td>Achievement/Outcome Data</td>
<td>22</td>
</tr>
<tr>
<td>Perception Data</td>
<td>31</td>
</tr>
<tr>
<td>Summary</td>
<td>36</td>
</tr>
</tbody>
</table>
School Additional Requirements Diagnostic

Introduction ........................................................................................................................................ 38

School Additional Requirements Diagnostic .................................................................................. 39

Plan for School Improvement 16-17

Overview ........................................................................................................................................ 42

Goals Summary ........................................................................................................................... 43
  Goal 1: All students at Dublin Elementary School will become proficient in mathematic skills. ........................................................................................................................................ 44
  Goal 2: All students at Dublin Elementary School will become proficient readers. ......................... 48
  Goal 3: All students at Dublin Elementary School will become proficient writers. ............................ 52
  Goal 4: All students at Dublin Elementary will demonstrate improved and positive social-behavior coping and leadership skills, and learn to self-regulate these behaviors. .......................................................................................................................... 54

Activity Summary by Funding Source ........................................................................................ 56
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

Dublin Elementary School is one of twelve K-5 elementary schools in the Walled Lake Consolidated School District. Dublin is situated in a rural neighborhood location in White Lake Township, Michigan. Dublin has a rich history of educational excellence. It is the oldest of the 12 elementary buildings in the district. Due to the age of the building, this presents physical challenges such as extra maintenance of roofing and exterior as well as interior structures. The building is also non-handicapped accessible which presents its challenges. The original building was established in 1928. Over many years Dublin's facility has changed, and has had many classrooms and other facilities added on including a media center and gymnasium.

During the summer of 2015, Dublin underwent extensive physical and technological changes due to our 2014 Safety and Security Bond enhancements. The school received a new main entry area for visitors and every door was replaced with a security swipe system added for entry and security.

In 2015, the technology infrastructure at Dublin was enhanced with all classrooms receiving new white boards with a projection system that helps make the boards interactive. New sound field systems were added in all classrooms, a subscription to Safari Montage was made available to all staff, a new phone, fire, and PA system were installed in the building. Security cameras were added throughout the building and outside of the building along with software for the principal and secretaries to monitor common area activity and outside activity. A new backup generator was also installed and the school's kitchen facility was upgraded.

Dublin has an enrollment of approximately 589 students and approximately 50 staff members. Enrollment at Dublin has been fairly consistent for the past five years. All classroom spaces at Dublin are currently in use. Dublin houses a preschool program for 3-4 year old children and an Early Childhood Special Education Program (ECSE).

Dublin is an economically diverse community with older and newer homes surrounding the school. Dublin sits very close to the Waterford and Huron Valley School District borders, therefore several students from Waterford and Huron Valley attend Dublin as School of Choice Students. Dublin is the northern-most school in the district and feeds to Clifford Smart Middle School and Walled Lake Northern High School.

Study will need to be conducted soon to address the continued student growth trends at Dublin and other northern located buildings in Walled Lake, and due to the age of the facility.
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.

During the 2012-13 school year, the staff and community at Dublin crafted a new purpose statement. All stakeholders from the Dublin learning community were involved in the crafting and review of the purpose statement including staff, parents, students, and the building principal. The staff was assisted by Mr. Marty Chaffee, Oakland Schools Learning Consultant, to craft the new purpose statement.

The purpose of Dublin Elementary School is to develop academic and social leaders who are lifelong learners.

Our mission is to provide learning experiences that motivate all stakeholders to reach their fullest potential.

Our vision is to ensure and guarantee a curriculum and culture that supports high levels of learning.

Our focus on teaching and assessment will enable us to better identify and meet the needs of all learners at Dublin.

We believe in responding to all students who have not yet learned, and differentiate instruction for all students to reach proficiency. We continue to monitor and adjust our school culture at Dublin with our purpose, mission, and vision at the forefront.

Norms for staff meetings have been developed together as a learning team. Our purpose, vision, and mission are always reviewed and revised if necessary with all stakeholders participation. New relationships have been built with our parent community. Safety, respect, responsibility, resiliency, and integrity are now the key components of our school culture of learning. Our learning environment is a safe and secure place to learn. Boundaries have been reestablished with our parent community and for our students.

We continue to use Steven Covey's Seven Habits for Highly Effective People as tenants of our daily work with all stakeholders. A PBIS system was developed with stakeholders which has set the stage for better behavior expectations and procedures for our school. We will continue to collaborate, study, assess, gather feedback, and reflect on our practices, purpose, and vision at Dublin.
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.

Dublin Elementary has several notable achievements.

A Positive Behavior Instructional Support (PBIS) team and program was established and continues to operate in our school. Professional development was provided to staff members to understand the concepts of PBIS, a matrix of common expectations was developed, a school-wide positive reward system was established. Staff members continue to develop, analyze and reflect on our work and implementation of PBIS strategies. During the 15-16 school year, the PBIS team evaluated our safety, respect, and responsibility tenants by surveying all stakeholders including parents, students, and staff. New tenants of Resiliency, and Integrity were added to our core beliefs. Data from our Office Discipline Referrals is analyzed each year to plan for adjustments and next moves.

During the 14-15 school year we continued to deepen our understanding and practice of the Seven Habits of Highly Effective People, and Leader in Me concepts of Steven Covey. Staff and parents were involved in a book study and also attended a Leadership Day at Pleasant Lake Elementary and Seven Habits Training with Franklin Covey representatives. We created leadership teams consisting of one staff member and 20-25 students of mixed ages and grades that met once a month to discuss and deepen our understanding of each of the Seven Habits. Feedback was gathered from this initiative and for the most part was positive, although our staff continues to struggle with how to align the Seven Habits with our PBIS work. This will be explored during the 16-17 school year.

Our staff continues to deepen our understanding of the Common Core State Standards for Learning. We continue to be challenged to understand the new standards and how these standards affect our daily instruction and teaching practices. Our focus will continue to be on effective instruction and to understand and implement Common Core strategies with our students. We will be reflective in our practice as we implement these new standards throughout all curricular areas. We continue deepen our understanding of learning targets and formative assessments in our teaching practice to increase student achievement.

During the 15-16 school year, we deepened our understanding and practice of making thinking and learning more visible using the research and work of John Hattie and Ron Ritchhart. Staff studied this research and began to implement key visible learning strategies in their daily teaching practice.

Our teaching staff has been involved in an intensive teacher evaluation process since 2012. Staff and administration have used the framework for effective teaching based on the Charlotte Danielson model for effective instruction. Teachers are involved in two formal observations by the building principal followed by two learning focused conversations. Learning-focused conversations are focused and built on the continuous improvement framework. A new Charlotte Danielson framework was used in the 15-16 school year including GOOGLE forms to complete this important work. All Walled Lake administrators learned and developed their understanding of the new framework by completing at least 24-31 hours of online professional learning using TeachScape. Closer detail to consistency, evidence, and precise and effective feedback was the focus in this training.

We continue to work hard to implement and adjust as needed our Student Instructional Planning Process (SIPP) which provides us with a structure to use research-based interventions to reach our most at-risk students. The Dublin staff realigned their SIPP structure during the 2012-2013 school year, to involve teachers in more learning-focused
conversations about struggling students. New procedures were set in place for reporting and developing group and individual SIPP plans, and progress monitoring of these plans was the focus. The building SIPP team continues to be a strong force and includes all teachers and parents and the process has been monitored and adjusted for the past 4 years. Our SIPP team experienced a lot of staffing changes during the 15-16 school year. We had a new psychologist, social worker, speech and language teacher, and resource room teacher join our team. We were challenged to bring all new members on board and deepen their understanding of our students, teachers, and their needs. These new staff members were also challenged to build relationships with students, staff members, and parents. Our continued challenge is to provide a quality structure for teachers to build shared knowledge of instructional strategies and to collaborate in problem solving around the needs of individual, low-achieving students at all grade levels. Having the time and resources to allow for this collaborative structure during the school day remains a challenge.

The Dublin staff and parent community continue to produce quality learning experiences for our students. Our school's Student Council and Student Council Advisory Team play an integral part our school community. Our PTA and Student Council both host several special events throughout the year for our students, staff, families, and charities. Our PTA raises funds and provides financial support for our staff and our students. Our school participated in fundraising to help send Dublin students in need to Sunshine Academy and also participated in raising money for the Leukemia and Lymphoma Society. Our Student Council was able to purchase a Buddy Bench for our playground during the 15-16 school year and provided information for teachers, students, and parents in the purpose and use of the Buddy Bench.

During the 15-16 school year the Watch Dogs program was implemented in an effort to engage fathers at Dublin more. Fathers signed up to volunteer their time on the playground and in the lunchroom throughout the school year. Several fathers participated, yet it is hoped that this program will have increased participation during the 16-17 school year.

The new state assessment M-STEP was a big challenge for us in the spring of the 14-15 school year. Teachers and administrators learned how to administer the assessment and prepare students for this high stakes test. Teachers administered the M-Step assessment during the spring of the 15-16 school year and teachers will continue to analyze the data from these assessments.

The I-Ready Diagnostic, which is an online formative assessment tool, was given to all students during the 15-16 school year and assessed students in the areas of math and reading. Teachers were provided more in-depth iReady professional learning during the 15-16 school year, specifically reading and analyzing data and key reports in order to develop appropriate instruction and interventions.

During the 15-16 school year, much time was spent during our professional learning time to address strategies with all teachers in working with students that have behavior issues in the general education classroom. Teachers learned how to develop simple and more advanced behavior plans for these students and also coping strategies to help address student needs. Sensory baskets and corners were developed in several classrooms to help students and teachers develop coping strategies for disruptive behaviors. Continued work during the 16-17 school year will take place to help teachers develop appropriate strategies.

During the 15-16 school year, the Dublin Advisory Team read the book Cultures of Thinking to begin our thinking around the concepts presented by Ron Ritchart. It is hoped that a all staff book study will take place during the 16-17 school year along with collaboration with our feeder pattern schools will happen during the 16-17 school year. We hope to deepen our understanding of the eight forces presented by Ritchart and develop thinking routines in our daily instruction with students.
During the 15-16 school year 3 full time grade level teachers and two part-time FAPES teachers retired from the school district and from Dublin Elementary. Also one paraeducator retired from our staff. During the 16-17 school year, Dublin will experience a change in several staff members to fill these vacant positions. Two teachers were moved to different grade levels for the 16-17 school year due to movement in staff and number of class sections and students. Time will need to be spent developing and building relationships with new staff members and also reviewing many of our Dublin practices with these new staff members. We will review practices, vision and purpose statements with staff during the upcoming school year.
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

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.

Since 2012 an Advisory Team has been established at Dublin Elementary. The purpose of the Advisory Team is to help advise and develop our professional learning and school improvement processes at Dublin. The team includes the building principal and classroom teachers from a variety of grade levels and departments. The team has met regularly one time per month to help plan and develop our professional learning for the school year. This team also reviews and takes part in the development of our school improvement plan each year. This team works together in order to present information to the entire staff. Members are liaisons for their grade levels and departments to inform all stakeholders of plans, information, and professional learning. Professional learning aligned with our school improvement plan is developed with our Advisory Team. During the 16-17 school year, the Advisory Team will be expanded into four task teams including Curriculum, Assessment, Technology, and Culture. Teachers will lead and help develop professional learning in each of these areas during the school year and beyond. Priorities will be established in each of these areas in order to sharpen our school improvement focus.

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

All members of our Dublin Advisory Team took part in the discussion and development of our school improvement plan and goals. Information continues to be shared and developed with the entire staff during professional learning opportunities during the school year. Professional learning aligned with our school improvement goals will be developed, monitored, and adjusted by all staff members.

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 shared during our staff retreat, Advisory Team meeting times, and other professional learning times during the school year. Monthly staff meetings dedicated to professional learning are also opportunities where our school improvement plan is visited and monitored together with all stakeholders. 30 hours of professional learning time will be utilized during the 16-17 school year to communicate and monitor our school improvement work. Time during staff meetings, building and District based professional learning opportunities and Professional Learning Community (PLC) time will be used to align our professional learning and develop/implement our school improvement efforts.
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?

Enrollment in the Walled Lake School District is slowly declining and an issue that is being addressed with all administrators including central office personnel and our school board. There does appear to be an increase or steady growth in student enrollment in our northern-most schools in our District, including Dublin Elementary.

Enrollment at Dublin Elementary has been fairly consistent and steady over the past four years. All classrooms are full at Dublin and we continue to provide a preschool and an Early Childhood Special Educations Classroom. During the 16-17 school year 23 sections of grade level classes are scheduled.

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

Attendance is fair to good at Dublin Elementary. Attendance figures are collected and analyzed regularly at Dublin and appropriate contacts, and notifications are addressed and given to parents when needed. There were approximately 146 cases of excessive absences at Dublin during the 15-16 school year. Discussions and notifications were sent to each family. Excessive absences continue to be problematic at Dublin. The importance of regular attendance will continue to be addressed with parents during the 16-17 school year. Regular contacts and notifications will be sent. Extraordinary cases will continue to be handled with Oakland County Truancy.

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?

Student behavior data is collected each year from our Office Discipline Referrals and analyzed by our PBiS team as well as the entire teaching staff annually. Suspension and expulsion data and documentation is entered in Skyward with appropriate days, times, and parent notifications. Our playground and cafeteria continue to be areas where most offenses occur. Building transitions have also been identified as an area in need of improvement. One expulsion hearing was conducted during the 15-16 school year.

Our staff have been introduced to the Second Steps Program to help teach specific coping skills to students and will be further explored during the 16-17 school year. A Second Steps Resource Kit was purchased for each grade level to assist with teaching coping skills with all of our students. Our positive behavior support system will continue to used and adjusted as need to help student develop appropriate coping skills and desired behaviors.

Student Demographic Data
4. What action(s) could be taken to address any identified challenges with student demographic data?
For attendance issues, we will continue to monitor excessive absences and students tardy to school and notify parents regularly. These absences will be flagged in Skyward to assist us in monitoring this challenge. Letters, phone calls, and meetings will be held as needed.

To address discipline issues, we will continue to implement our PBIS system school-wide with all students. This would include our Shamrock Store for positive rewards, daily Words of Wisdom on the announcements, our ODR system and positive grade level reward system. We continue our professional learning with all teachers to assist with dealing with difficult behaviors in the general education classroom. We will implement our grade level Second Steps Program during the 16-17 school year. A plan to use this program consistently with all students will be developed.

PBIS data will continue to be monitored annually by all stakeholders to identify trends in behavior in our school. Our Behavior Expectation Matrix will be analyzed and revised as needed.

All teachers will work with students and each other to provide smooth and safe transitions within the building.

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?

The majority of Dublin's teaching staff have more than 10 years of experience. Our tenured staff has had a number of professional learning experiences over their years of teaching and learning. The building principal has over twenty years of teaching experience and 9 years of administrative experience. Together our staff will continue to develop quality professional learning opportunities that engage our teachers and focus on best practice. Teachers will participate in professional learning and will be empowered to lead and facilitate the learning also. Teachers will be invited to District professional learning training, and train others in the building. Teachers will continue to represent Dublin on District curriculum committees that meet regularly throughout the school year and will report important curriculum information to all stakeholders at Dublin.

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?

Students at Dublin continue to show progress and increase their achievement levels as evidenced by our annual state testing, through our SIPP process, and evidenced through our teacher evaluation system. Teachers will continue to participate in professional learning that is based on research and best practice. Teachers will base their practice on current research and best practice.

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?

Care is given at Dublin to keep the administrator in the building as much as possible for student and staff support. Meetings requiring the administrator to leave the building are minimal and student instructional time and support are always considered when planning these
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 closely monitored by the building administrator and HR department in Walled Lake. Excessive absences are noted and discussed with teachers as needed and part of our teacher evaluation process. Teacher meetings and professional learning opportunities are scheduled to minimize the impact of classroom learning time. Most professional learning is scheduled outside of the school day.

Meetings are scheduled carefully to minimize classroom disruption or absence from the classroom.

We continue to be challenged with a shortage of substitute teachers in our District and at Dublin. This does impact student learning and achievement and something that is being addressed and explored by our Human Resources Department in Walled Lake. Special care and a protocol is followed to cover classes due to teacher absences with student learning first in mind.

Teacher/School Leader(s) Demographic Data

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

To identify the challenges of teacher absences, the building administrator will closely monitor absences and address as needed with teachers.

Close monitoring of IEP, and SIPP schedule and building substitute schedule will be done so that student learning is not interrupted.

Professional learning will take place outside of the school day except during teacher's scheduled block planning time each week.
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?

When reviewing the Interim Self-Assessment from the 15-16 school year which provided feedback from all stakeholders, the following indicators were identified by our staff as strengths:

The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.

The school’s leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.

The governing body operates responsibly and functions effectively.

Leadership and staff foster a culture consistent with the school’s purpose and direction.

Leadership engages stakeholders effectively in support of the school’s purpose and direction.

Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.

Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.

Teachers participate in collaborative learning communities to improve instruction and student learning.

Teachers implement the school’s instructional process in support of student learning.

Mentoring, coaching, and induction programs support instructional improvement consistent with the school’s values and beliefs about teaching and learning.

The school engages families in meaningful ways in their children’s education and keeps them informed of their children’s learning progress.

Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.
All staff members participate in a continuous program of professional learning.

Students and school personnel use a range of media and information resources to support the school's educational programs.

The technology infrastructure supports the school's teaching, learning, and operational needs.

The school establishes and maintains a clearly defined and comprehensive student assessment system.

Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.

Professional and support staff are trained in the evaluation, interpretation, and use of data.

The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

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?

The following indicators were perceived as challenges when reviewing our Interim Self Assessment as a staff:

The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.

The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.

12. How might these challenges impact student achievement?

Clarity and a clearer emphasis on professional learning needs to be established with the teachers at Dublin. To restore a sense of direction, we must refine our learning goals for the upcoming school year and monitor our learning progress. This will have a direct impact on student achievement. For example, a stronger emphasis on EveryDay Math and the Language Workshop. These two areas of the curriculum could be emphasized more frequently and during our planned professional learning time, to increase student achievement in the area of math and language arts.

We continue to struggle with a lack of consistent support for our most struggling students with social work and psychology services. We lack the personnel to provide continuous interventions and supports for our at risk and below grade level students, and students with challenging behaviors. This has a direct impact on our student achievement across grade levels and subgroups.
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.

All teacher stakeholders must work together to refine and plan our professional learning together. We must narrow our professional learning efforts in order to tackle the challenges of the curriculum and new initiatives that interrupt our focus. Priorities for professional learning must be set by teachers, and learning opportunities must be developed and attended by all teachers to develop teaching and learning. Teacher leaders must continue to be empowered to be learners and share their learning with others.

Continued work with our Special Services personnel to help our general education teachers work with students with challenging behaviors in the classroom. Support, strategies, and interventions must be learned, implemented with fidelity, and monitored and adjusted as necessary.

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 students at Dublin have access to all interventions, programs, etc.

Our school has a well defined Student Instructional Planning Process. (SIPP) The SIPP team meets and addresses all student needs regularly and collaboratively. Interventions developed through our SIPP process are developed, implemented, and monitored for progress with all students.

Students' academic strengths and weaknesses are identified by a balanced assessment system that is used for all students. Additional assessment tools are used as needed for more significant academic concerns.

All students have access to all programs at Dublin including extra-curricular programs, clubs, organizations, etc.

Students are also guaranteed an IEP that is reviewed annually and goals and objectives are monitored and adjusted as needed. Parents are an active part of this process with our team.

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

There are several extended learning opportunities that are available to students at Dublin.

During the 16-17 school year, our first grade teachers will be provided a permanent substitute for 160 days of the school year. This substitute will substitute for the each first grade teacher in order for the teacher to meet and provide critical reading interventions for our struggling or at-risk first grade students. This opportunity was developed by our Language Arts Curriculum Developers for the District by completing and being awarded a grant to cover the costs for this initiative. The first grade teachers will also be involved in 6 professional learning sessions throughout the year to develop their reading intervention skills to work with these students. Results will be analyzed and monitored.
Our teachers and PTA provide a yearly Family Reading Night for all grades. This is an opportunity for students and families to engage in reading activities. This is a school-wide learning-focused event. This event began during the 15-16 school year, and we are looking forward to continuing.

Several of our Dublin students attend Walled Lake's Sunshine Academy during the month of June and July. These students are identified by teachers and information for this program is given to parents. A fundraising event takes place each year with our Dublin community to raise money for scholarship dollars in order to help more students attend Sunshine Academy. Students are granted scholarships by the building principal.

Science Night is another opportunity for all students at Dublin to participate with teachers and parents and Cranbrook Science Center to sharpen and develop science and science discovery skills.

During the 16-17 school year we hope to extend our learning opportunities in the area of math with a Math Night for all students, parents, and teachers. We also wish to begin implementing the Math Pentathlon Program with 2-3 grade levels of students to develop students' math reasoning and critical thinking skills.

There are several Community Education Classes that take place at Dublin and all of the Walled Lake Schools. At Dublin, Basketball, Musical Theater, Science Made Fun, are classes that take place annually and for 6-8 weeks. We are hoping to implement Spanish classes during the 16-17 school year through our Community Education Department.

Scouting is also promoted and takes place at Dublin. Brownines, Girl and Boy Scout troops involve many grades of boys and girls at our school. These are led by Dublin parents and other volunteers.

We also provide the YMCA's Girls on the Run and Boy's STRIDE programs at Dublin. These programs focus on character education and preparing boys and girls mentally and physically in preparing for a 5K running event. Parent and staff volunteers help to facilitate.

Our music teacher meets with students one time per week for our Dublin Glee Club. These students perform at school events and other events throughout the school District.

Teachers provide before and after-school study clubs in the area of math and reading. Some for social studies and science as well.

A Young Engineer's Club or LEGO club also takes place at Dublin involving boys and girls in grades 3-5.

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

For those students needing extended learning opportunities, teachers and administration will notify parents via email and letter to invite and involve them in the learning opportunity. Often, parents are encouraged to participate in learning activities as well to gain important skills to help their child.
Extra-Curricular activities are advertised and promoted via email messages, Twitter, brochures, letters, and our web site. Information is also always available in our main office.

We continue to explore ways to provide more extended learning activities at Dublin.

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?

Evidence of state standards being implemented with fidelity include:

District benchmark assessments given in grades 2-5 are aligned with state standards. The data from these benchmark assessments, including pre and posttest data, are entered in Mastery Manager and soon Illuminate to be able to track and analyze student achievement and intervention needed for groups and individual students.

An I-Ready Diagnostic is given to all students in the areas of math and reading and this diagnostic is aligned with state standards. Results are analyzed and instruction and intervention is based on these results.

DRA2 assessments are given to all students K-5 in the areas of reading. The Lucy Caulkins checklist are used to assess student writing skills and direct next instruction moves.

Math, Reading and Writing Units of Study have been developed in Walled Lake by our Curriculum Developers. These units are used by all teachers and aligned with state content standards.

All teachers are observed and evaluated at Dublin. Observation of instruction and teaching planning is another source of evidence to see that state content standards are being implemented with fidelity.

Grade level report cards are state standards based.

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.

Our school does not use a health survey screener at this time. Students receive vision and hearing screening each year in different grades.
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

Based on M-Step data and other school assessment results from the DRA assessment, IReady Diagnostic, benchmark assessments, and other formative assessments, our students continue to maintain fairly consistent and highly proficient scores in the area of reading, and continue to maintain their progress.

Our spring 2016 M-Step Reading Scores indicate the following:

3rd Grade
28% Advanced
29% Proficient
23% Partially Proficient
20% Not Proficient

4th Grade
35% Advanced
30% Proficient
18% Partially Proficient
17% Not Proficient

5th Grade
26% Advanced
32% Proficient
21% Partially Proficient
21% Not Proficient

We continue to analyze state and formative assessment data and the content strands within each to inform our instruction with all students. Continued professional learning opportunities will be implemented to increase student achievement in reading, especially those students partially proficient and not proficient.
19b. Reading- Challenges

Our continued challenge is to move our Not Proficient and Partially Proficient students into the Proficient or Advanced category of achievement. Our challenge is to continue to identify these students and provide regular and consistent intervention with these students. We continued to be challenged by lack of time and resources to reach all students on a regular basis. We continue to provide professional learning opportunities for our teachers, develop and monitor interventions for struggling students through our SIPP process with teachers and parents, and encourage a home-school partnership all in an effort to increase student achievement in the area of reading.

We will continue identify and analyze the content strands and other data for our lowest students, provide best practice interventions and strategies, and monitor these students' progress.

19c. Reading- Trends

Our proficiency data in the area of reading on the M-Step Assessment indicates a fairly consistent number of student at grades 3, 4, and 5 that are Advanced and Proficient as well as the number of students that are Partially or Not Proficient. Our fourth graders in 15-16 performed stronger than our third and fifth graders.

Third Grade
Advanced/Proficient 57%
Partially or Not Proficient 43%

Fourth Grade
Advanced/Proficient 65%
Partially or Not Proficient 35%

Fifth Grade
Advanced/Proficient 58%
Partially or Not Proficient 42%

19d. Reading- 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.

We continue to be challenged to help move our Partially and Non-Proficient students into the Proficient category on the M-Step Assessment in the area of reading.

We will need to continue providing small group and individual interventions in reading to those bottom-most scoring students. We will need continued professional learning to develop our teaching skills in reading to reach these learners. We will need to continue our work with close reading, reading engagement, and visible thinking strategies to develop reading skills. Our first grade intervention model will assist with our struggling readers at first grade and we hope to replicate that with other grades if possible. Work using the Language Workshop will also be implemented during the 16-17 school year to help students increase their reading achievement.

20a. Writing- Strengths

Our students are assessed in writing using the Directed Writing Assessment (DWA) in the fall of each school year. Certain content strands are assessed later in the school year to see progress. Beginning in the 16-17 school year, all schools in Walled Lake will discontinue the use of the DWA writing assessment and will be implementing the Lucy Caulkins writing checklist to formatively assess student writing throughout the year and develop writing instruction based on the results.

Grade 3 Fall DWA (2015) of 82 Students
Conventions: Punctuation 11% mastered this objective
Conventions: Capitalization 9% mastered this objective
Conventions: Sentence Fluency 6% mastered this objective
Conventions: Spelling 11% mastered this objective
Conventions: Grammar Usage 6% mastered this objective
Conventions: Handwriting 54% mastered this objective
Conventions: Opening 7% mastered this objective
Content: Closing 6% mastered this objective
Content: Development of Ideas 2% mastered this objective
Content: Supporting Details 10% mastered this objective
Content: Transitions 2% mastered this objective
Content: Word Choice 2% mastered this objective
Writing Process: Planning 40% mastered this objective
Writing Process: Revising 13% mastered this objective
Writing Process: Editing 9% mastered this objective

These fall 2015 DWA results suggest much work was needed in most areas in writing with our 15-16 third graders. Strength was in planning
for writing, revising, and editing. Strength was also observed in writing supporting details and spelling/punctuation. Content area was the area in writing needing most attention with our third graders.

Grade 4 Fall DWA (2015) of 77 Students
Conventions: Punctuation 29% mastered this objective
Conventions: Capitalization 25% mastered this objective
Conventions: Sentence Fluency 30% mastered this objective
Conventions: Spelling 23% mastered this objective
Conventions: Grammar Usage 32% mastered this objective
Conventions: Handwriting 65% mastered this objective
Conventions: Opening 18% mastered this objective
Content: Closing 13% mastered this objective
Content: Development of Ideas 19% mastered this objective
Content: Supporting Details 16% mastered this objective
Content: Transitions 21% mastered this objective
Content: Word Choice 17% mastered this objective
Writing Process: Planning 52% mastered this objective
Writing Process: Revising 32% mastered this objective
Writing Process: Editing 32% mastered this objective

Fourth grade Fall 2015 results suggest strengths in planning for writing, revising and editing, and handwriting. Areas in need of most intervention and instruction for fourth graders was writing openings and supporting details.

Grade 5 Fall DWA (2015) of 83 Students
Conventions: Punctuation 36% mastered this objective
Conventions: Capitalization 52% mastered this objective
Conventions: Sentence Fluency 31% mastered this objective
Conventions: Spelling 16% mastered this objective
Conventions: Grammar Usage 53% mastered this objective
Conventions: Handwriting 88% mastered this objective
Conventions: Opening 41% mastered this objective
Content: Closing 40% mastered this objective
Content: Development of Ideas 52% mastered this objective
Content: Supporting Details 46% mastered this objective
Content: Transitions 20% mastered this objective
Content: Word Choice 8% mastered this objective
Writing Process: Planning 81% mastered this objective
Writing Process: Revising 45% mastered this objective
Writing Process: Editing 37% mastered this objective

Fifth grade writing results from the fall 2015 suggest strengths in handwriting, development of ideas, grammar usage and revising. Word choice in writing was the area in most need of intervention for our fifth graders.

Overall, our students are mastering more of the objectives as they move from third to fifth grade, which suggests they are progressing in their
development as writers. Continue professional learning for teachers will help boost student writing achievement and instruction focused on areas of weakness.

20b. Writing- Challenges

Our challenges in the area of writing include helping to build our young writer’s skills earlier to have increased proficiency at the fifth grade level. Closer attention and analysis of the areas of weakness from the DWA assessment will help teachers plan and provide instruction and interventions. A challenge continues to be allowing time for writing in a variety of subject areas and finding time for teachers to analyze and plan writing instruction from the results of their assessment. During the 16-17 school year, we will begin using the Lucy Caukin's Writing Checklist to help teachers better assess their students' writing abilities. This needs to be done regularly to assess progress.

20c. Writing- Trends

Dublin writers continue to struggle with the content strand of the DWA assessment including word choice, supporting details, openings and closings. Students across third through fifth grade appear to be stronger in planning for writing than in the content of their writing. Conventions continue to be problematic for our third grade writers, yet these skills continue to increase as they move to fifth grade according to the data.

More continued development is needed in the area of writing, specifically in the area of content for all students.

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.

More time will be dedicated to writing. Professional learning opportunities will be given to teachers. Time will be spent aligning our teaching practices and the Writing Units of Study in Walled Lake.

21a. Math- Strengths
Based on M-Step data and other school assessment results from the Benchmark Assessments, EveryDay4 Math Unit tests, the IReady, and other formative assessments, our students continue to maintain fairly consistent and highly proficient scores in the area of math, and continue to maintain their progress.

Our spring 2016 M-Step Math Scores indicate the following:

3rd Grade
20% Advanced
38% Proficient
24% Partially Proficient
17% Not Proficient

4th Grade
29% Advanced
43% Proficient
24% Partially Proficient
4% Not Proficient

5th Grade
30% Advanced
28% Proficient
27% Partially Proficient
15% Not Proficient

We continue to analyze state and formative assessment data and the content strands within each to inform our instruction with all students. Continued professional learning opportunities will be implemented to increase student achievement in math using the EveryDay Math4 Program, especially those students partially proficient and not proficient.

21b. Math- Challenges

Our continued challenge is to move our Not Proficient and Partially Proficient students into the Proficient or Advanced category of achievement. Our challenge is to continue to identify these students and provide regular and consistent intervention with these students. We continued to be challenged by lack of time and resources to reach all students on a regular basis. We continue to provide professional learning opportunities for our teachers, develop and monitor interventions for struggling students through our SIPP process with teachers and parents, and encourage a home-school partnership all in an effort to increase student achievement in the area of math.

We will continue identify and analyze the content strands and other data for our lowest students, provide best practice interventions and strategies, and monitor these students' progress.
21c. Math- Trends

Our proficiency data in the area of marathon the M-Step Assessment indicates a fairly consistent number of students at grades 3, 4, and 5 that are Advanced and Proficient as well as the number of students that are Partially or Not Proficient. Our fourth graders in the 15-16 school year out performed our third and fifth graders in math proficiency.

Third Grade
Advanced/Proficient  58%
Partially or Not Proficient  42%

Fourth Grade
Advanced/Proficient  72%
Partially or Not Proficient  28%

Fifth Grade
Advanced/Proficient  58%
Partially or Not Proficient  42%

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.

We continue to be challenged to help move our Partially and Non-Proficient students into the Proficient category on the M-Step Assessment in the area of math.

We will need to continue providing small group and individual interventions in math to those bottom-most scoring students. We will need continued professional learning in EveryDay Math4 to develop our teaching skills in math so that we are teaching the program and standards for mathematical practice with fidelity at all grade levels. During the 16-17 school year we will deepen our understanding and of the EveryDay Math4 program through sustained professional learning opportunities. Two teachers and the building principal were sent to Chicago in late June of the 15-16 school year to work with highly trained EDM4 math consultants and will continue to work with all teachers at Dublin to increase math proficiency.

22a. Science- Strengths
103 Dublin fourth graders were assessed using the M-Step Assessment during the 15-16 school year.

39% of the fourth graders scored in the Not Proficient Level
40% at the Partially Proficient Level.
11% at the Proficient Level
11% at the Advanced Level

Our fifth grade students were not assessed using the M-Step Assessment during the 15-16 school year.

According to assessment results, we continue to provide engaging and hands on science experiments and instruction in our classrooms, yet we our practice needs to be better aligned with the science standards in order for our students to become more proficient in the area of science.

22b. Science- Challenges

79 % of our fourth grade students who took the M-Step Assessment during the 15-16 school year were Not Proficient or Partially Proficient. We continue to struggle in our aligning the Common Core State Science Standards with our practice. The M-Step Assessment has assessed fourth graders this past year, and fifth graders the during the 14-15 school year. We struggle to be able to assess our students consistently and also our instruction. Our challenge is to find a way to better formatively assess our students in the area of science, align our practice with the standards better, participate in quality professional learning to learn better ways to teach the science standards to our students, and align our current science kits, resources and materials in Walled Lake to better serve our students and teachers.

22c. Science- Trends

79% of all elementary students scored in the Not Proficient/Partially Proficient category on the 15-16 M-Step Science Assessment. Science continues to be an area of struggle in our District, including Dublin Elementary. When trends are looked at from the MEAP and M-Step Assessments, it is evident that our practice needs to be better aligned with the science standards in order for our students to be more proficient. Our District iCouncil and Curriculum Developers are addressing these

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.

The challenge of increasing proficiency of our Dublin students in the area of science will be looked at when we plan our professional learning for the 16-17 school year. This is also being addressed at the District level with our Curriculum Developers and with our iCouncil. Work is needed to align our practices better with the Common Core State Science Standards at all grade levels, analyze and align our current
science kits at all grade levels, analyze the key science strands on the 15-16 science M-Step, and address the time dedicated to the teaching of science in the elementary school.

23a. Social Studies- Strengths

Our fifth grade students were assessed using the M-Step Assessment in the area of Social Studies during the 15-16 school year.

58% of our fifth grade students performed in the Partially Proficient category.
12% of our fifth graders performed in the Not Proficient category.

Social Studies is delivered to all students at Dublin in all grade levels. We continue to use our Social Studies Units of study which are aligned with the Common Core State Standards. Our strengths include the Units of Study, yet we must carefully analyze these units to better understand how our practice is meeting these standards with students in a consistent manner.

At the District level, 68% of our Walled Lake Schools fifth graders performed in the Partially Proficient and Not Proficient categories.

23b. Social Studies- Challenges

Our challenge continues to be analyzing and aligning the Units of Study in Social Studies with the Common Core State Standards in Social Studies. We need to align our practice with the standards and increase professional learning in the area of Social Studies for teachers. We need to analyze the specific strands on the M-Step assessment to understand where our students were not proficient and design our instruction to meet those needs. We also need to increase our time spent teaching social studies in the classroom across grade levels.

23c. Social Studies- Trends

Social Studies continues to be an area of struggle in our District and at Dublin Elementary. We will continue to work with our District Curriculum Developers in Social Studies and our iCouncil to better analyze where we need to improve and to develop action steps to address the needs of students and of teachers.

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.

We will continue to analyze the results of our assessments including M-Step and Social Studies Units of Study of students in the area of Social Studies as a school and as a District. We will work with our District Curriculum Developers and with our iCouncil to understand our needs for professional learning and to understand how we are doing at aligning our instructional practice to meet the needs of students.
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?

378 Dublin students were surveyed at the end of the 15-16 school year to gather perception data about their principal at Dublin Elementary. The survey was developed by our District Cabinet leaders. A Google link to a Google Survey was sent to students to complete. Questions were formulated by District Cabinet leaders. The survey was given to students by our Dublin Media Specialist during our students’ computer lab time and on Chrome books. Students perception trends were accumulated. Students were asked a series of 8 questions related to the leadership of the school. The highest level of satisfaction among students were to the following the questions:

I see my principal a lot!
My principal cares about students.
My principal communicates so everyone knows what is going on at our school.
My principal makes sure we are safe in my school.
My principal is a good problem solver and helps students when they are arguing.
My principal listens to me.

24b. Student Perception Data

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

378 Dublin students were surveyed at the end of the 15-16 school year to gather perception data about their principal at Dublin Elementary. The survey was developed by our District Cabinet leaders. A Google link to a Google Survey was sent to students to complete. Questions were formulated by District Cabinet leaders. The survey was given to students by our Dublin Media Specialist during our students’ computer lab time and on Chrome books. The questions or areas that indicated the lowest level of satisfaction among students were:

My principal talks to me about my learning.
I am comfortable talking to my principal about my problems and concerns.

24c. Student Perception Data

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

Actions will be taken to have learning focused conversations with students in and out of the classroom more frequently. Feedback will be given to students more frequently about their learning. Continue to provide opportunities to meet with students to read, visit classrooms.
conference with students. Continue to be present and engaged at all student learning and fun events at school. Continue to visit classrooms frequently and give feedback to students.

25a. Parent/Guardian Perception Data

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

64 Dublin parents completed a survey at the end of the 15-16 school year to gather perception data about their principal at Dublin Elementary. The survey was developed by our District Cabinet leaders. A Google link to a Google Survey was sent to parents in our Dublin Times newsletter, through email communication, and District communications. Questions were formulated by District Cabinet leaders. Parents were given approximately 3-4 weeks to complete the survey.

Areas that indicated the overall highest level of satisfaction among parents/guardians were:

- The principal is an effective leader.
- The principal is accessible.
- The principal displays caring for students and parents.
- The principal communicates effectively with the school community.
- The principal ensures the management of the organization, operations and resources for a safe, efficient and effective learning environment.

25b. Parent/Guardian Perception Data

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

64 Dublin parents completed a survey at the end of the 15-16 school year to gather perception data about their principal at Dublin Elementary. The survey was developed by our District Cabinet leaders. A Google link to a Google Survey was sent to parents in our Dublin Times newsletter, through email communication, and District communications. Questions were formulated by District Cabinet leaders. Parents were given approximately 3-4 weeks to complete the survey.

Areas that indicated the overall lowest level of satisfaction among parents/guardians were:

- The principal collaborates with our parents and broader school community in order to garner resources and support for the school.
- The principal is open to parental input on school-related matters.
- The principal has a positive reputation and good relationships with students and parents.
- The principal is an effective leader.
25c. Parent/Guardian Perception Data

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

Actions will be taken to continue to deepen relationships with the parent community at Dublin. Continued opportunities will be given for parent input and feedback on school-wide decisions.

26a. Teacher/Staff Perception Data

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

28 Dublin staff members, including teachers and all other staff, completed a survey at the end of the 15-16 school year to gather perception data about their principal at Dublin Elementary. The survey was developed by our District Cabinet leaders. A Google link to a Google Survey was sent to staff via our Staff Spotlight, and through email communication, and District communications. Questions were formulated by District Cabinet leaders. Parents were given approximately 3-4 weeks to complete the survey.

Areas that indicated the overall highest level of satisfaction among teachers/staff were:

- My principal is proficient in data analysis and maintains a focus on data in staff conversations.
- My principal ensures the management of the organization, operations and resources for a safe, efficient and effective learning environment.
- My principal understands and applies technology to advance student achievement.
- My principal communicates effectively with the school community.
- My principal supports and promotes the professional development of staff.

26b. Teacher/Staff Perception Data

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

28 Dublin staff members, including teachers and all other staff, completed a survey at the end of the 15-16 school year to gather perception data about their principal at Dublin Elementary. The survey was developed by our District Cabinet leaders. A Google link to a Google Survey was sent to staff via our Staff Spotlight, and through email communication, and District communications. Questions were formulated by District Cabinet leaders. Parents were given approximately 3-4 weeks to complete the survey.

Areas that indicated the overall highest level of lowest among teachers/staff were:

- I am comfortable talking to my principal about my problems and concerns.
- My principal demonstrates caring for colleagues and staff members.
My principal confronts problems with honesty and integrity. I can trust my principal.

**26c. Teacher/Staff Perception Data**

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

Increase opportunities for teacher/staff feedback.

Provide frequent feedback to teachers by visiting classrooms more often and talking with teachers about instruction and learning.

Continue to provide opportunities for fun and social activity with teachers/staff to build relationship and comfort when dealing with difficult issues.

**27a. Stakeholder/Community Perception Data**

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

Dublin is a caring, safe, and learning-focused school culture. Students are happy and learning each day at Dublin. Students are learning to be academic and social leaders and learners every day.

**27b. Stakeholder/Community Perception Data**

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

N/A No perception data has been gathered by community stakeholders at this time.

**27c. Stakeholder/Community Perception Data**

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

Continued opportunities to connect and create partnerships with local business and other municipalities in the Dublin community to strengthen community relationships. (Dublin Senior Center, St. Patrick's Catholic Church, Independence Village, White Lake Police and Fire...
28a. Summary

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

Strengths include a caring, safe, and learning-focused community at Dublin.

Challenges include the need for more parent and staff feedback for improved vision and cultures.

Continued professional learning in is needed in the areas of math, science, and social studies.

Continue the strong work of our Positive Behavior Support system with students, parents, and staff.

28b. Summary

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

With increased communication and professional learning, we should see an increase in our proficiency scores across grades levels and across subject areas. Learning focused conversations and frequent feedback with teachers and parents will lead to increased student achievement.

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?

All challenges will be considered in developing our School Improvement Plan. Continued feedback from all stakeholders is needed to evaluate, monitor and adjust the plan as needed.
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

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Literacy and math are tested annually in grades 1-5.</td>
<td>Yes</td>
<td>The M-Step Assessment is a summative assessment administered in literacy and math annually in grades 3-5. The DRA2, iReady Diagnostic, Lucky Calkins Writing Checklists, Benchmark Assessments, and Unit tests are formative assessments given annually in grades 1-5. Kindergarten students are also assessed on the DRA2 and Calkins lists and also the WLLPP is administered to students in K-1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>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.</td>
<td>Yes</td>
<td>Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). Please see the link below to view the AER. [<a href="http://wlcsd.org/schools/elementary/dublin/our-school/annual-education-reports/">http://wlcsd.org/schools/elementary/dublin/our-school/annual-education-reports/</a>]</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.</td>
<td>No</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Our school reviews and annually updates the EDPs to ensure academic course work alignment.</td>
<td>Yes</td>
<td>All Individual Education Plans (IEP) Plans are reviewed annually.</td>
<td></td>
</tr>
<tr>
<td>Label</td>
<td>Assurance</td>
<td>Response</td>
<td>Comment</td>
<td>Attachment</td>
</tr>
<tr>
<td>-------</td>
<td>-----------</td>
<td>----------</td>
<td>---------</td>
<td>------------</td>
</tr>
<tr>
<td>5.</td>
<td>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.</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>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.</td>
<td>Yes</td>
<td>Mrs. Margaret Hazlett Assistant Superintendent of Human Resources 850 Ladd Road Walled Lake, MI 48390 248-956-2030 Dr. Sheryl Brown Director of Special Services 850 Ladd Road Walled Lake, MI 48390 248-956-2160</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>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.</td>
<td>No</td>
<td>A School-Parent Involvement Plan has not been developed at Dublin, although a School Parent-Student Handbook is produced and updated annually and is available online and in hard-copy for all parents/guardians.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.</td>
<td>No</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>The School has additional information necessary to support your improvement plan (optional).</td>
<td>Yes</td>
<td>Our school web page is: <a href="http://wicsd.org/schools/elementary/dublin/?school=1548">http://wicsd.org/schools/elementary/dublin/?school=1548</a></td>
<td></td>
</tr>
</tbody>
</table>
Plan for School Improvement 16-17
Overview

Plan Name

Plan for School Improvement 16-17

Plan Description
**Goals Summary**

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

<table>
<thead>
<tr>
<th>#</th>
<th>Goal Name</th>
<th>Goal Details</th>
<th>Goal Type</th>
<th>Total Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>All students at Dublin Elementary School will become proficient in mathematic skills.</td>
<td>Objectives:1 Strategies:3 Activities:11</td>
<td>Academic</td>
<td>$2300</td>
</tr>
<tr>
<td>2</td>
<td>All students at Dublin Elementary School will become proficient readers.</td>
<td>Objectives:1 Strategies:3 Activities:6</td>
<td>Academic</td>
<td>$600</td>
</tr>
<tr>
<td>3</td>
<td>All students at Dublin Elementary School will become proficient writers.</td>
<td>Objectives:1 Strategies:2 Activities:3</td>
<td>Academic</td>
<td>$0</td>
</tr>
<tr>
<td>4</td>
<td>All students at Dublin Elementary will demonstrate improved and positive social-behavior coping and leadership skills, and learn to self-regulate these behaviors.</td>
<td>Objectives:1 Strategies:1 Activities:3</td>
<td>Organizational</td>
<td>$200</td>
</tr>
</tbody>
</table>
Goal 1: All students at Dublin Elementary School will become proficient in mathematic skills.

Measurable Objective 1:
85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, 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 grade-level math standards in Mathematics by 06/15/2018 as measured by state level assessments.

Strategy 1:
Differentiation of Instruction - Teachers will continue to differentiate instruction based on student need in the area of math. Instruction and intervention will be monitored and adjusted as needed. Instructional groups will monitored for progress. Students will also be involved in monitoring their progress.

Category: Mathematics


Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Guided and Small Group Math Instruction</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
</table>

© 2017 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.
Teachers will meet with grade level colleagues during block planning time each week to analyze student data from math assessments to develop and plan for math instruction.

**Activity - Math Workshop**

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/06/2016</td>
<td>06/16/2017</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Instructional Staff</td>
</tr>
</tbody>
</table>

Teachers will implement math workshop strategies during classroom math instruction. Workshop strategies will be used in order to differentiate instruction for all students and to develop key concepts.

**Activity - Quick Looks**

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials, Curriculum Development, Implementation</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/06/2016</td>
<td>06/16/2017</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Instructional Staff</td>
</tr>
</tbody>
</table>

All K-3 teachers will use Quick Look Cards in the EDM4 Mathematics Program to help develop students' number sense.

**Activity - EDM4 Math Games**

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Instruction, Materials, Curriculum Development, Implementation</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/06/2016</td>
<td>06/16/2017</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Instructional Staff</td>
</tr>
</tbody>
</table>

Teachers will become proficient at all EDM4 math games and plan for instruction and implementation of the EDM4 math games on a regular basis with students. Teachers will plan for management of games and for misconceptions or discourse while playing the games.

**Strategy 2:**

Professional Learning - Teachers will participate in continuous professional learning opportunities and explore resources to increase their knowledge and practice with teaching students' number sense, fact fluency, and questioning strategies in the area of mathematics. Instructional staff will deepen their understanding of the EveryDay4 Math Program as well as the State Standards for Mathematical Practice. Teachers will develop and implement math instruction to engage students, and achieve grade level state standards.

Category: Mathematics


Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Develop Number Sense Strategies</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Instructional staff will read and become familiar with the book-Number Talks-Helping Children Build Mental Math and Computation Strategies K-5. Staff will participate in professional learning activities about number sense and how to implement number sense strategies with their students in daily math instruction. Instructional staff will explore and implement these strategies.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>09/06/2016</td>
<td>06/16/2017</td>
<td>$300</td>
<td>General Fund</td>
<td>Instructional Staff, Principal, Curriculum Developers, Teacher Leaders</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Math Fact Fluency</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
</table>
### Strategy 3:
Math Data Analysis - Instructional staff and building principal will record math assessment results into Illuminate from math assessments including benchmark assessments, unit assessments, iReady Diagnostic, and M-Step and analyze these results with students and colleagues to guide instruction goal setting.

<table>
<thead>
<tr>
<th>Activity - Open Response Math Problems</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional staff will deepen their understanding of Open Response Questions in the EDM4 program and implement instructional strategies with fidelity.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/06/2016</td>
<td>06/16/2017</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Instructional Staff, Principal, Curriculum Developers, Teacher Leaders</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Deepen Understanding of Standards for Mathematical Practice</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional staff will deepen their understanding of grade level Standards for Mathematical Practice and align instruction and assessment with these standards.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/06/2016</td>
<td>06/16/2017</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Instructional Staff, Principal, Curriculum Developers, Teacher Leaders</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Teacher Leaders Trained in EveryDay Math4 Instruction and Resources</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two teachers from lower and upper elementary will be trained as well as the building principal in EveryDay Math 4 Research, Instruction and Materials. Teacher and principal will train other instructional staff with the new Every Day Math 4 materials through professional learning opportunities throughout the year.</td>
<td>Direct Instruction, Technology, Professional Learning, Materials, Curriculum Development, Implementation</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/06/2016</td>
<td>06/16/2017</td>
<td>$1500</td>
<td>Title II Part A</td>
<td>Teacher Leaders, Instructional Staff, Principal, Curriculum Developers</td>
</tr>
</tbody>
</table>

© 2017 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.
Goal 2: All students at Dublin Elementary School will become proficient readers.

Measurable Objective 1:
85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, 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 all grade-level reading standards in Reading by 06/15/2018 as measured by state level assessments.
Strategy 1:
Professional Learning - Instructional staff will participate in professional learning activities to develop their understanding and implementation of the Language Workshop in their daily reading instruction.
Category: English/Language Arts
Research Cited: Units of Study in Opinion, Information, and Narrative Writing, Grades K-5
Lucy Calkins and Project Staff (2013)
The Art of Teaching Reading
Lucy Calkins (2000)

Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Teacher Training in Language Workshop</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>All instructional staff will continue to develop their understanding of the Language Workshop and implement this instructional reading strategy to increase students' reading proficiency. Building and District professional learning time will focus on this important work.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>09/06/2016</td>
<td>06/16/2017</td>
<td>$200</td>
<td>General Fund</td>
<td>Instructional staff, building principal, curriculum developers, teacher leaders</td>
</tr>
</tbody>
</table>

Strategy 2:
Differentiation of Instruction - Teachers will differentiate their instruction to meet the academic needs of all students in reading.
Category: English/Language Arts

Routman, Regie. Writing Essentials: Raising Expectations and Results While Simplifying Teaching. Portsmouth, NH: Heinemann, 2005

**School Improvement Plan**

Dublin Elementary School


Harvey, Stephanie, and Anne Goudvis. Strategies That Work: Teaching Comprehension for Understanding and Engagement. Portland, Me.: Stenhouse, 2007

Richardson, Jan. The next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader. New York: Scholastic, 2009


Boushey, Gail, and Joan Moser. The CAFE Book: Engaging All Students in Daily Literacy Assessment & Instruction. Portland, Me.: Stenhouse, 2009


<table>
<thead>
<tr>
<th>Tier</th>
<th>Activity - Reader's Workshop</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 1</td>
<td>All instructional staff will implement differentiated reading instruction using the Reader's Workshop model.</td>
<td>Implementation</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/06/2016</td>
<td>06/16/2017</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Instructional Staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Guided/Small Group Reading Instruction</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
</table>

SY 2016-2017
© 2017 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.
Strategy 3:
Reading Data Analysis - Instructional staff will analyze student assessment data in the area of reading to form instructional groups, provide instructional intervention, and set goals for student learning. This data will be collected and stored in Illuminate online, reports will be generated, and careful data analysis will take place to guide instructional practice.

Category: English/Language Arts
Research Cited:
- Shea, Mary, Rosemary Murray, and Rebecca Harlin. Drowning in Data?: How to Collect, Organize, and Document Student Performance. Portsmouth, NH: Heinemann, 2005

Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Data Notebooks</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional staff will implement data notebooks with individual students to track reading assessment data, set reading instructional goals, and improve reading fluency and comprehension. Use of data notebooks will help make reading progress or lack of progress visible for students and instructional staff.</td>
<td>Implementation</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/06/2016</td>
<td>06/16/2017</td>
<td>$200</td>
<td>General Fund</td>
<td>Instructional staff, building principal, curriculum developers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - DRA Instructional Wall</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
</table>
Goal 3: All students at Dublin Elementary School will become proficient writers.

Measurable Objective 1:
85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, 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 grade-level writing standards in Writing by 06/15/2018 as measured by state level assessments.

Strategy 1:
Differentiation of Instruction - Teachers will develop and gain a better understanding of the concept of differentiation and how to differentiate their instruction to meet the academic needs of all students in writing.

Category:

Routman, Regie. Writing Essentials: Raising Expectations and Results While Simplifying Teaching. Portsmouth, NH: Heinemann, 2005


**Tier:** Tier 2

<table>
<thead>
<tr>
<th>Activity - Writer’s Workshop</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>All instructional staff will implement differentiated writing</td>
<td>Implementation</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/15/2016</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Instructional staff</td>
</tr>
<tr>
<td>instruction using the Writer’s Workshop model.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Guided/Small Group Writing Instruction</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will form differentiated guided writing groups and plan</td>
<td>Curriculum Development, Implementation</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/06/2016</td>
<td>06/16/2017</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Instructional staff</td>
</tr>
<tr>
<td>for instruction of these groups.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Strategy 2:**

Writing Assessment-Lucy Calkin’s Writing Checklists - Teachers will be learn to use the Lucy Calkin's Writing Checklists-a formative assessment tool, to assess students’ writing skills and to guide their writing instruction with students.

Category: English/Language Arts

Research Cited: The Lucy Calkin's Reading and Writing Project.

http://readingandwritingproject.org/resources/assessments/writing-assessment

Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Calkin’s Writing Checklist Assessment Tool</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>All instructional staff will learn to use the Lucy Calkin's</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>09/06/2016</td>
<td>06/16/2017</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Teacher Leaders and Curriculum Developers</td>
</tr>
<tr>
<td>Writing Checklists to assess student’s writing skills and plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>instruction based on the results.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Goal 4: All students at Dublin Elementary will demonstrate improved and positive social-behavior coping and leadership skills, and learn to self-regulate these behaviors.

Measurable Objective 1:
Demonstrate a behavior improved social-behavior and leadership skills by 06/15/2018 as measured by data analysis, staff, student, and parent surveys.

Strategy 1:
Positive Behavior Instructional Support System - Dublin's PBIS Team and entire staff will implement a Positive Behavior Instructional Support program with all Dublin stakeholders to develop student's coping skills and regulation of their behavior.

Category: School Culture

Research Cited:


Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Teaching of PBIS Matrix of Expected Behaviors</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>All staff will implement and teach the PBIS Matrix of Common Expectations with students through various teaching and learning strategies. Staff will use the Second Steps Program to help develop instruction to help teacher the behavior expectations and other resources throughout the school year.</td>
<td>Direct Instruction, Behavioral Support Program, Parent Involvement, Monitor, Implementation</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/06/2016</td>
<td>06/16/2017</td>
<td>$0</td>
<td>No Funding Required</td>
<td>All instructional and non-instructional staff, building principal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - PBIS/Shamrock Store</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
All staff will participate in promoting our PBIS/Shamrock Store. Staff members will distribute positive shamrocks to students "doing the right thing." Students will be selected on Fridays to choose items from the PBIS Store.

Parent Involvement, Monitor, Implementation

<table>
<thead>
<tr>
<th>Parent Involvement, Monitor, Implementation</th>
<th>Tier 1</th>
<th>Monitor</th>
<th>09/06/2016</th>
<th>06/16/2017</th>
<th>$200</th>
<th>General Fund</th>
<th>All Dublin stakeholders</th>
</tr>
</thead>
</table>

Activity - Office Discipline Referral Forms

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>All staff will complete an Office Discipline Referral form for students needing intervention or referral to the office. These forms will be collected in our main office. These forms will be analyzed and data gathered each year to assess improvement in behavior in all areas of our school. This data will also help us to develop instruction and strategies to assist students.</td>
<td>Behavioral Support Program, Monitor, Evaluation, Implementation</td>
<td>Tier 1</td>
<td>09/06/2016</td>
<td>06/16/2017</td>
<td>$0</td>
<td>No Funding Required</td>
<td>All Dublin stakeholders</td>
</tr>
</tbody>
</table>
# Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

## General Fund

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Notebooks</td>
<td>Instructional staff will implement data notebooks with individual students to track reading assessment data, set reading instructional goals, and improve reading fluency and comprehension. Use of data notebooks will help make reading progress or lack of progress visible for students and instructional staff.</td>
<td>Implementation</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/06/2016</td>
<td>06/16/2017</td>
<td>$200</td>
<td>Instructional staff, building principal, curriculum developers</td>
</tr>
<tr>
<td>Develop Number Sense</td>
<td>All Instructional staff will read and become familiar with the book-Number Talks-Helping Children Build Mental Math and Computation Strategies K-5. Staff will participate in professional learning activities about number sense and how to implement number sense strategies with their students in daily math instruction. Instructional staff will explore and implement these strategies.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>09/06/2016</td>
<td>06/16/2017</td>
<td>$300</td>
<td>Instructional Staff, Principal, Curriculum Developers, Teacher Leaders</td>
</tr>
<tr>
<td>DRA Instructional Wall</td>
<td>Instructional staff will continue to implement a data instructional wall to identify student proficiency, track After administering the DRA2 Assessment with all students, instructional staff will record student assessment results on our data wall. Instructional groups and intervention will be developed and implemented for all student to help all students gain proficiency in reading. Dublin's instructional staff, including its SIPP team will use the data wall to help monitor progress of all students and assist with planning for intervention when needed. Scores placed on the DRA wall will be INSTRUCTIONAL scores of students.</td>
<td>Implementation</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/06/2016</td>
<td>06/16/2017</td>
<td>$200</td>
<td>Instructional Staff, SIPP team, building principal</td>
</tr>
<tr>
<td>PBIS/Shamrock Store</td>
<td>All staff will participate in promoting our PBIS/Shamrock Store. Staff members will distribute positive shamrocks to students “doing the right thing.” Students will be selected on Fridays to choose items from the PBIS Store.</td>
<td>Parent Involvement</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/06/2016</td>
<td>06/16/2017</td>
<td>$200</td>
<td>All Dublin stakeholders.</td>
</tr>
</tbody>
</table>
### Data Notebooks
Instructional staff will implement data notebooks with individual students to track math assessment data, set math instructional goals, and improve math proficiency. Students will be able to reflect on their progress, articulate their math progress, and set goals for improvement.

**Implementation**

<table>
<thead>
<tr>
<th>Tier</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>09/06/2016</td>
<td>06/16/2017</td>
<td>$300</td>
</tr>
</tbody>
</table>

**Staff Responsible:** Instructional staff, building principal, curriculum developers.

### Teacher Training in Language Workshop
All instructional staff will continue to develop their understanding of the Language Workshop and implement this instructional reading strategy to increase students’ reading proficiency. Building and District professional learning time will focus on this important work.

**Professional Learning**

<table>
<thead>
<tr>
<th>Tier</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>09/06/2016</td>
<td>06/16/2017</td>
<td>$200</td>
</tr>
</tbody>
</table>

**Staff Responsible:** Instructional staff, building principal, curriculum developers, teacher leaders.

### Data Analysis-Illuminate
Instructional staff will learn to use the new platform-Illuminate to input, and analyze student math assessment data to form instructional groups, to differentiate instruction, and provide intervention. M-Step, iReady Diagnostic scores, benchmark assessment scores, and Unit Test data will be analyzed regularly by teachers using Illuminate to plan for instruction and intervention.

**Technology, Professional Learning, Evaluation, Implementation**

<table>
<thead>
<tr>
<th>Tier</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>09/06/2016</td>
<td>06/16/2017</td>
<td>$200</td>
</tr>
</tbody>
</table>

**Staff Responsible:** Instructional staff, building principal, teacher leaders, curriculum developers.

### Teaching of PBIS Matrix of Expected Behaviors
All staff will implement and teach the PBIS Matrix of Common Expectations with students through various teaching and learning strategies. Staff will use the Second Steps Program to help develop instruction to help teacher the behavior expectations and other resources throughout the school year.

**Direct Instruction, Behavioral Support Program, Parent Involvement, Monitor, Implementation**

<table>
<thead>
<tr>
<th>Tier</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>09/06/2016</td>
<td>06/16/2017</td>
<td>$0</td>
</tr>
</tbody>
</table>

**Staff Responsible:** All instructional and non-instructional staff, building principal.

### Office Discipline Referral Forms
All staff will complete an Office Discipline Referral form for students needing intervention or referral to the office. These forms will be collected in our main office. These forms will be analyzed and data gathered each year to assess improvement in behavior in all areas of our school. This data will also help us to develop instruction and strategies to assist students.

**Behavioral Support Program, Monitor, Evaluation, Implementation**

<table>
<thead>
<tr>
<th>Tier</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>09/06/2016</td>
<td>06/16/2017</td>
<td>$0</td>
</tr>
</tbody>
</table>

**Staff Responsible:** All Dublin stakeholders.
<table>
<thead>
<tr>
<th>Writer's Workshop</th>
<th>All instructional staff will implement differentiated writing instruction using the Writer's Workshop model.</th>
<th>Implementation</th>
<th>09/03/2013</th>
<th>06/15/2016</th>
<th>$0</th>
<th>Instructional staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDM4 Math Games</td>
<td>Teachers will become proficient at all EDM4 math games and plan for instruction and implementation of the EDM4 math games on a regular basis with students. Teachers will plan for management of games and for misconceptions or discourse while playing the games.</td>
<td>Direct Instruction, Materials, Curriculum Development, Implementation</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/06/2016</td>
<td>06/16/2017</td>
</tr>
<tr>
<td>Calkin's Writing Checklist Assessment Tool</td>
<td>All instructional staff will learn to use the Lucy Calkin's Writing Checklists to assess student's writing skills and plan instruction based on the results.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>09/06/2016</td>
<td>06/16/2017</td>
</tr>
<tr>
<td>Guided and Small Group Math Instruction</td>
<td>Teachers will meet with grade level colleagues during block planning time each week to analyze student data from math assessments to develop and plan for math instruction.</td>
<td>Direct Instruction, Curriculum Development, Supplemental Materials, Implementation</td>
<td>Tier 1</td>
<td></td>
<td>09/06/2016</td>
<td>06/16/2017</td>
</tr>
<tr>
<td>Guided/Small Group Writing Instruction</td>
<td>Teachers will form differentiated guided writing groups and plan for instruction of these groups.</td>
<td>Curriculum Development, Implementation</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/06/2016</td>
<td>06/16/2017</td>
</tr>
<tr>
<td>Reader's Workshop</td>
<td>All instructional staff will implement differentiated reading instruction using the Reader's Workshop model.</td>
<td>Implementation</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/06/2016</td>
<td>06/16/2017</td>
</tr>
<tr>
<td>DRA, iReady, and M-Step Data Analysis</td>
<td>All instructional staff will analyze DRA, iReady Diagnostic, and M-Step assessment data in the area of reading to develop instructional strategies to assist students in increasing their reading proficiency. Time will be used during block planning time and other professional learning opportunities to analyze this data. A revised assessment schedule will be implemented during the 16-17 school year to help teachers focus more on instruction rather than on the assessment itself.</td>
<td>Implementation</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/06/2016</td>
<td>06/16/2017</td>
</tr>
<tr>
<td>Math Workshop</td>
<td>Teachers will implement math workshop strategies during classroom math instruction. Workshop strategies will be used in order to differentiate instruction for all students and to develop key concepts.</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td></td>
<td>09/06/2016</td>
<td>06/16/2017</td>
</tr>
</tbody>
</table>
### Quick Looks

All K-3 teachers will use Quick Look Cards in the EDM4 Mathematics Program to help develop students' number sense.

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Fact Fluency</td>
<td>Instructional staff will explore and develop strategies that will lead to increased math fact fluency with students for better proficiency in math. Teachers will learn all of the EveryDay math games, play the games, plan for instruction of the games with students, and plan for discourse or misconceptions of the games before teaching to students.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/06/2016</td>
<td>06/16/2017</td>
<td>$0</td>
<td>Instructional Staff</td>
</tr>
<tr>
<td>Deepen Understanding of Standards for Mathematical Practice</td>
<td>Instructional staff will deepen their understanding of grade level Standards for Mathematical Practice and align instruction and assessment with these standards.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/06/2016</td>
<td>06/16/2017</td>
<td>$0</td>
<td>Instructional Staff, Principal, Curriculum Developers, Teacher Leaders</td>
</tr>
<tr>
<td>Guided/Small Group Reading Instruction</td>
<td>All teachers will participate in block planning with colleagues and professional development activities, and will analyze assessment data, running records, and classroom performance of students in reading in order to form differentiated guided reading groups and plan for instruction groups.</td>
<td>Implementation</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/06/2016</td>
<td>06/16/2017</td>
<td>$0</td>
<td>Instructional Staff</td>
</tr>
<tr>
<td>Open Response Math Problems</td>
<td>Instructional staff will deepen their understanding of Open Response Questions in the EDM4 program and implement instructional strategies with fidelity.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/06/2016</td>
<td>06/16/2017</td>
<td>$0</td>
<td>Instructional Staff, building principal, curriculum developers,</td>
</tr>
</tbody>
</table>

### Title II Part A

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
</table>

SY 2016-2017
| Teacher Leaders Trained in EveryDay Math4 Instruction and Resources | Two teachers from lower and upper elementary will be trained as well as the building principal in EveryDay Math 4 Research, Instruction and Materials. Teacher and principal will train other instructional staff with the new Every Day Math 4 materials through professional learning opportunities throughout the year. | Direct Instruction, Technology, Professional Learning, Materials, Curriculum Development, Implementation | Tier 1 | Implement | 09/06/2016 | 06/16/2017 | $1500 | Teacher Leaders, Instructional Staff, Principal, Curriculum Developers |