

***U.S. Department of Education***  
***2023 National Blue Ribbon Schools Program***

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mrs. Robin Seniura  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Dorr School  
(As it should appear in the official records)

School Mailing Address 4159 18th Street  
(If address is P.O. Box, also include street address.)

City Dorr State MI Zip Code+4 (9 digits total) 49323-9549

County Allegan County

Telephone (616) 681-9637 Fax \_\_\_\_\_

Web site/URL

https://waylandunion.org/schools/dorr-elementary/ E-mail seniurar@waylandunion.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Mr. Tim Reeves E-mail reevest@waylandunion.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Wayland Union Schools Tel. (269) 792-2181

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board  
President/Chairperson Mr. Dan Cassini  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, leave blank.*

## PART I – ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

**The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.**

## PART II - DEMOGRAPHIC DATA

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**Data should be provided for the current school year (2022-2023) unless otherwise stated.**

**DISTRICT** (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 4 Elementary schools (includes K-8)  
1 Middle/Junior high schools  
2 High schools  
0 K-12 schools
- 7 TOTAL

**SCHOOL** (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- ☐ Urban (city or town)  
☐ Suburban  
☒ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	102
1	71
2	80
3	78
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	331

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 1.2 % American Indian or Alaska Native
  - 0.2 % Asian
  - 0.9 % Black or African American
  - 7.6 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 86 % White
  - 4.1 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 8%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	15
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	12
(3) Total of all transferred students [sum of rows (1) and (2)]	27
(4) Total number of students in the school as of October 1, 2021	355
(5) Total transferred students in row (3) divided by total students in row (4)	0.08
(6) Amount in row (5) multiplied by 100	8

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish

English Language Learners (ELL) in the school: 1 %  
2 Total number ELL

7. Students eligible for free/reduced-priced meals: 38 %

Total number students who qualify: 127

8. Students receiving special education services with an IEP: 16 %  
Total number of students served 52

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>7</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>7</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>4</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>29</u> Speech or Language Impairment
<u>3</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 0 %  
Total number of students served: 0

10. Number of years the principal has been in the position at this school: 3

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	17
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	3
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	90%	94%	94%	94%	94%
High school graduation rate	0%	0%	0%	0%	0%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

16. In a couple of sentences, provide the school's mission or vision statement.

We will challenge and inspire all students to become life long learners and productive citizens. We believe in all students.

17. Provide a URL link to the school's nondiscrimination policy.

<http://go.boarddocs.com/mi/wayland/Board.nsf/goto?open&id=C4QRR66F33D9>

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Dorr School participates in School of Choice. Families who want to send their students from out of district to Dorrr School contact the district registrar. School of Choice documents are completed and then sent to Dorrr School. The administration at Dorrr School contacts the former school, if applicable, to learn more about the student to provide the best placement possible. Variables in placement considered are special education status, truancy, behavior, and grade level performance. Students are then admitted to Dorrr School once the enrollment process has been completed by the parent/guardian.

## PART III – SCHOOL OVERVIEW

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The community of Dorr is predominantly rural, with a mix of agriculture, smaller businesses, and residential neighborhoods. The town is situated in Allegan County and is a part of the Grand Rapids metropolitan area, which is located about 25 miles to the northeast. The people of Dorr are known for their strong sense of community and their commitment to local traditions and values; many people come together each year to celebrate events such as the Fourth of July and Christmas in the Park. The community is made up of families who have lived in the area for generations, and newcomers are welcomed with open arms. Dorr School is centrally located in the heart of the township. The school currently serves approximately 331 students ages preschool through third grade. Students living in smaller townships: Dorr, Moline, and Leighton attend Dorr School. The staff at the school is composed of many that call Dorr and the neighboring area home. Overall, the community of Dorr is a friendly, welcoming, and close-knit place where people take pride in their town and work together alongside the school and local businesses to make it a great place to live.

The district's vision is to "challenge and inspire all students." One key strategy to accomplish this vision is a robust Multi-Tiered Systems of Support (MTSS). The MTSS programming offered at Dorr School ensures that all students receive the individualized support they require to be successful. Teachers collaborate with both interventionists and building aides to offer students academic Tier I, Tier 2, and Tier 3 support. Another component of the MTSS program is the building's Student Assistance Team (SAT) that meets every other week. The team consists of an array of staff that are intentionally brought together in order to have a whole child approach. The team looks at the academic, behavioral, and social-emotional needs of students to provide a level of support that challenges students to be successful.

Another important strategy that the school uses to encourage and challenge all students is a commitment to strengthening the Professional Learning Communities (PLCs). The work done by PLCs drives all instructional programming: academic, behavioral, and social-emotional. Common preparation time allows staff to freely meet to analyze data and discuss student needs. PLCs also promote a culture of continuous improvement as it allows teachers to learn from one another. Staff are committed to the belief that "all means all", and this is at the heart of all PLC work.

There are many programs that contribute to the school's unique character. Two such programs that set Dorr School apart are the implementation of the Second Step curriculum and the district-wide Capturing Kids Hearts (CKH) initiative. The shutdown that occurred due to COVID-19 brought additional awareness to the social and emotional learning needs of students. Dorr School's Positive Behavior Support team had already made incorporating SEL into the curriculum a priority prior to COVID-19. The adoption of the Second Step curriculum gives the social worker time to work with students on identifying and processing their feelings. Students learn strategies to help them regulate their own emotions as well as how to best support their peers.

Visit Dorr School and one would notice the impact that the Capturing Kids Hearts program has had throughout the building. Prior to CKH, students strived to follow their 3Bs, "Be Respectful, Be Responsible, and Be Safe." The initiative has reinforced the 3Bs alongside many other lead worthy characteristics to create a school wide culture of respect and positive behavior. The program keeps building positive relationships at the center of its framework. Students are more engaged and motivated in class because teachers have established trust and a feeling of belonging with everyone that enters their classroom. This starts with staff modeling positive characters of habit for their students. Staff teach students how to greet each other, listen and ask affirming questions, give positive affirmations, and reflect upon behavior. The program also gives students an opportunity to have a voice in their own learning and school culture.

Dorr School has a Positive Behavior Support system in place. Teachers and staff celebrate students who demonstrate positive behavior by handing out awards such as SWAG tag tickets and book machine tokens. Students can turn in SWAG tags to their classroom teacher to earn a small reward. In 2020, the Parent Teacher Organization asked to purchase a book vending machine to promote both positive behavior and literacy in the school. Before the school year begins, the PBIS team meets to discuss a goal behavior to be observed throughout the first few months of the school year. Getting the chance to earn a book validates students and allows them to feel pride in their behavior.





## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

#### **1a. Reading/English language arts curriculum content, instruction, and assessment:**

Dorr School utilizes the Units of Study in Reading and Writing by Lucy Calkins and Colleagues from TCRWP and Saxon Phonics as our core Reading and English Language Arts (ELA) program. These programs support Michigan's ELA Standards and the district's essential skills. Saxon Phonics promotes early literacy skills in our youngest readers. Students learn phonics and word recognition. Students learn to understand the relationships between letters and sounds and how to decode words. These skills are then applied to both reading and writing. Standards associated with fluency and vocabulary are also learned through the Saxon Phonics Program. All students in class receive their own decodable reader which allows them the ability to practice skills independently that have been modeled by the teacher. Passages within the readers are used repetitively for students to practice reading accurately, work on their pacing, and read with expression. Students also practice reading both sight words and using context clues to learn new vocabulary terms. Units of Study in Reading address reading standards by introducing students to a variety of texts and genres. Students practice skills such as identifying the main idea and supporting details of a text, understanding the author's purpose, learning about the types of crafts and structures that authors use to write text, making predictions and connections to the text, and developing a summary of what is read. The Units of Study support writing standards by introducing students to the writing process. Students practice developing a claim, pulling evidence from the text to support their idea, and strengthening their conventional and grammatical knowledge.

Students receive ELA instruction using a workshop approach. In this approach teachers present skills through a mini lesson. Students then apply the skill through small group guided practice and conferring one on one with the teacher. Skills are assessed using common formative assessments and assessments through the Units of Study in Reading and Writing. Additionally, students participate in Fountas and Pinnell Running Records Assessments and NWEA's Measures of Academic Progress Assessment. The NWEA is given each trimester to measure students' progress towards showing mastery of reading skills including: Foundational Skills, Language and Writing, Literature and Informational, and Vocabulary Use and Functions. The Fountas and Pinnell Running Records assessment is given a minimum of three times per year to assess fluency and comprehension. Common formative assessments are developed collaboratively by teachers and used day to day to assess student progress on the current skill they are studying. Teachers conduct data meetings to analyze student achievement and growth and place students in interventions and enrichments based on their level of achievement and growth.

Wayland Union Schools uses a district curriculum selection process. Representatives from each grade level review curriculum and make recommendations on the curricular approach for each content area. ELA curriculum materials are currently under review. Data are being analyzed to indicate the success of these programs. Staff will be provided extensive professional development for the curriculum that will be implemented. They are encouraged to attend professional development for supplementary programs if needed. This academic year included Language Essentials for Teachers of Reading and Spelling (LETRS) and Orton-Gillingham.

#### **1b. Mathematics curriculum content, instruction, and assessment:**

Dorr School utilizes Everyday Mathematics as our core mathematics program. State standards in mathematics are taught at each grade level and essential standards are identified at each grade level as non-negotiable by each Professional Learning Community (PLC). Everyday Mathematics is a spiral curriculum. Lessons provide students opportunities to revisit and reinforce previous learned skills as they develop an understanding of the new concepts presented in each unit. Teachers follow a scaffolded approach as skills are first modeled to the students before they practice them in groups and independently. Students are provided with daily, direct instruction in mathematics. This instruction includes hands-on learning through the use of manipulatives, projects, and games. The use of manipulatives gives students the opportunity to

visualize which deepens their understanding of abstract concepts. During projects and game play students practice and apply the math skills learned. Collaborative learning is a key component of the Everyday Math curriculum. Students communicate in whole groups, in pairs, and one on one with their teacher. This strengthens students' critical thinking skills as they work on explaining and justifying their conceptual knowledge to others.

Students are assessed using Everyday Mathematics unit assessments, NWEA's Measures of Academic Progress Assessment for math, and common formative assessments. Unit assessments are given at the end of each unit. These provide data for more support, enrichment and reteaching of skills needed by individual students. This support is given during Tier 1 instruction as well as during interventions. The NWEA is given each trimester to measure students' progress towards showing mastery of math skills and growth including: Operations and Algebraic Thinking, Number and Operations, Measurement and Data, and Geometry. Common formative assessments are developed collaboratively by teachers and used daily to assess student progress on the current skill they are learning. Teachers conduct data meetings to analyze student achievement and growth then place students in interventions and enrichments based on their level of achievement and growth.

Wayland Union Schools uses a district curriculum selection process. Representatives from each grade level review curriculum and make recommendations on the curricular approach for each content area. The district continues to utilize the Everyday Math program as data indicates student success in the area of mathematics.

#### **1c. Science curriculum content, instruction, and assessment:**

Dorr School uses Mystery Science as our core science program. This program was chosen by the District Science Curriculum Committee as it is aligned with the Next Generation Science Standards. This ensures that students are learning the skills and concepts they need to succeed in science. Students are provided with direct instruction in science using interactive videos and activities. Students watch a science video, listen to a short lesson on content, and then engage in an activity where knowledge is applied. These activities then lead to further inquiry. The program also uses a student-centered approach. Throughout the lesson students are encouraged to ask questions, make observations, and explore through hands-on activities. Lessons in Mystery Science help students make real-world connections between the concepts they learn in school and their everyday lives.

Activities and field trips are planned throughout the school year that give students real life exposure to science standards. First and second grade students at Dorr School go on field trips to the zoo and the local nature center. Our kindergarten students visited the Kalamazoo Air Zoo where connections to the physical world and space could be made. Activities such as these field trips allow students to experience firsthand an understanding of living organisms, ecosystems, and physical science. It encourages students to inquire, ask critical thinking questions, and develop hypotheses on their interactions with nature and their world. Writing standards are woven into the science curriculum. Students use the scientific method to formulate a claim supported with evidence and reasoning. They express their ideas through the writing process.

Students are assessed using assessments in each unit. Assessments are part of the Mystery Science Program. Additionally, common formative assessments are developed collaboratively by teachers and given weekly. Data from assessments is used to determine understanding of science concepts.

#### **1d. Social studies/history/civic learning curriculum content, instruction, and assessment:**

Dorr School utilizes the Michigan Open Book and a variety of supplemental resources as our core social studies program. The Michigan Open Book program supports Michigan's Social Study Standards. Students learn concepts of geography, mapping skills, civic responsibilities, and they learn about our governmental and economic structures. Cultural awareness and differences are taught and celebrated through the social studies curriculum. Students are provided with direct instruction in social studies using a combination of print and digital resources. The Michigan Open Book program is flexible as it allows teachers to adapt what materials and resources are used based on the needs of the students and the class. Instruction within the program supports a hands-on approach from students. Students are encouraged to participate in both

simulations and discussion that will extend their understanding of the content learned.

Activities and field trips are planned throughout the school year that also give students real life exposure to social study standards. Third grade students at Dorr School go on a field trip to the Historic Charlton Park in Hastings, Michigan. Activities such as this field trip allow students to experience firsthand content standards such as explaining how primary and secondary sources are used to answer questions about our past, construct a historical narrative about the daily life of early settlers, and being able to describe how diverse groups have adapted to the physical environment over time. Students get to learn how their schooling differs greatly from those attending a one room schoolhouse.

Students are assessed using activities from each unit. Assessments are part of the Michigan Open Book program and project based. Additionally, common formative assessments are developed collaboratively by teachers and given with each unit. Data from assessments is used to determine students' understanding of the concepts.

**1e. For schools that serve grades 7-12:**

**1f. For schools that offer preschool for three- and/or four-year old students:**

**2. Other Curriculum Areas:**

**2a. Arts (visual and/or performing)**

All students receive instruction in the arts for 100 minutes per week, 50 minutes in art and 50 minutes in music. Instruction aligns with the Michigan State Standards for Art Education and Visual Arts, Music, Dance, and Theatre Standards.

Art teachers integrate literacy into the arts using story books, videos and written expression. They support students in expressing their ideas while practicing fine motor skills through many mediums including: pencil drawing, oil pastels, clay, and painting. Dorr School recognizes a Distinguished Artist each month. The student piece is chosen for their use of the medium being used in art and the representation of artistic style based on the study of a famous artist. Students are encouraged to use art as a means of self expression as well.

Music teachers provide students with instruction in rhythm, harmony, melody, musical style, and form. Students use various musical instruments when applying these skills. Students have the opportunity to learn and sing songs from a variety of cultures and styles. Third grade students have a spring performance to showcase what they learned through music at Dorr School.

**2b. Physical education/health/nutrition**

All students receive instruction in health/nutrition and physical education for 100 minutes per week. Physical education teachers provide instruction in health and nutrition using lessons from the Michigan Model. This model teaches students about personal, emotional and mental, and relational health. Students are taught the importance of taking care of their own personal hygiene. Lessons on nutrition teach students how to make healthy decisions when making meal choices. Additionally, students practice gross motor skills by running, jumping, skipping, throwing, catching, dribbling, etc. They demonstrate their learning through games and physical activities in PE class. Students at Dorr School also benefit from cardio activity by utilizing cardio equipment in the gym. Dorr School includes the Kids Heart Challenge each year into the physical education curriculum. Students raise money for the American Heart Association while learning about the importance of our heart health. Many of the characters in the challenge are thematic and teach as

well as serve as a reminder to make healthy choices. Students also participate in a quarter to half mile run depending on grade level. Students learn to set goals for themselves, develop perseverance, support their teammates, and develop a knowledge of fitness activities.

**2c. Foreign language(s), if offered (if not offered, leave blank)**

**2d. Technology/library/media**

Students receive Media instruction for 50 minutes per week. Media teachers provide instruction that support standards in library and literacy skills, information literacy, computer/mobile device skills, and an introduction to coding activities. Wayland Union Schools is a 1:1 initiative district. Students at Dorr School are issued an iPad at the beginning of each year. This tool for personalized learning is used to support all areas of curriculum and instruction as a resource to enhance learning. Additionally, Dorr School has two computer labs. The computer labs and iPads are utilized during Media instructional time as well as other classroom instructional times.

Dorr students visit the school library once a week. The librarian reads aloud to students, modeling voice and fluency in reading and engages students in discussion centered around the story during their library visit. Students check out books and are encouraged to take these books home, as we know books in the home are a key component to developing literacy. Dorr School promotes our local public libraries through visits. Our local public librarians attend our Family Engagement Night at school.

**2e. Any other interesting or innovative curriculum programs you would like to share**

All students at Dorr School receive social-emotional instruction using the Second Step curriculum. Second Step is a holistic approach to building supportive communities for every child through social-emotional learning. This instruction is delivered by the social worker twice a month and reinforced by the classroom teacher.

Dorr School also uses Capturing Kids Hearts (CKH) to build social capacity in our learning community. All staff have been trained in CKH and the program is implemented building-wide. Students develop a social contract for their classroom at the beginning of the year. They share good things daily. Meaningful affirmations abound from adults and students. Student ambassadors are leaders for their classmates. They greet one another, are role models, and hold all accountable for the social contract. Students leading students!

Second Step and CKH were brought on board as data on behavior and social-emotional health indicated a need. We have found a decrease in behavior referrals since the implementation of both programs.

**3. Academic Supports**

**3a. Students performing below grade level:**

At Dorr School all students receive Tier 1 instruction in all subjects that is differentiated and meets various learning styles. Materials and instructional practices are research based and support best practice in teaching. Additionally Dorr School has a comprehensive Multi-tiered System of Support (MTSS) that all students participate in. This occurs in addition to Tier I instruction and is block scheduled by grade level to utilize adult support so groups can be small. Teachers, interventionists, general aides and ancillary staff are all utilized at this time. Interventions for MTSS are scheduled twice daily: reading for 30 minutes in the morning and math for 30 minutes in the afternoon, five days a week. Groups are assembled based on data, and lessons during interventions are targeted at student needs. During reading interventions, four main areas are targeted: phonics, phonemic awareness, fluency and comprehension. Math interventions target specific math skills taught during the Tier 1 lesson that need reinforcement or enrichment. Data is collected every six weeks to check on student progress, teachers hold data meetings, and participants in each group may be

changed based on student learning and need. It is important to note: all students participate in MTSS interventions.

Students performing below grade level are identified through NWEA, Fountas and Pinnell Benchmark Assessment System (FP), and/or Common Formative Assessments (CFA). The area of specific deficit for the student is then identified through further assessments given by a reading consultant. Students are put into MTSS intervention groups, Tier 2, that will target this deficit area. These groups are kept small (5-6 students). A variety of research based instructional strategies and materials are used during this small group instruction at Tier 2. Following our model: groups are data driven, focus on student needs, and are fluid in member composition by review every six weeks.

Dorr School has another process for identifying possible supports for those below grade level called Student Assistance Team (SAT). This team is a group of professionals including a social worker, teacher, behavior specialist, special education teacher, speech pathologist, school psychologist, and an administrator. A teacher can bring any student to SAT that may need academic support beyond Tier 1 instruction. Parents are notified prior to the SAT meeting and informed after as to the interventions/supports the SAT team is suggesting. The parent may also have ideas to support their student's learning. Interventions/supports can be used through all tiers of instruction. Supports may address physical, social, emotional and behavioral needs that are interfering with learning. The use of interventions/supports is documented over time to see if they help the child with learning. If not, they are changed until successful. Sometimes the SAT's recommendation is to conduct further evaluations to fully understand the child's learning needs. SAT meetings occur twice monthly at a minimum and 10-15 students are usually discussed.

Dorr School offers an after school tutoring program called Learning Club, for those performing below grade level or identified as homeless by McKinney Vento. This program is grant funded. Students are given some time for physical activity and a snack after a long day at school. Learning activities focus on reading and math skills identified as needing improvement.

### **3b. Students performing above grade level:**

Students performing above grade level are identified in the same manner using NWEA, FP, and CFA. Enrichment groups are established at each grade level in reading and math within the MTSS framework mentioned above. Teachers design enrichment lessons in reading and math to promote growth for those who are beyond grade level work. In reading students may partake in book studies at student Lexile levels and project based learning. In math, once foundational skills are demonstrated, students may learn higher level skills. Materials for enrichment can be found within the curriculum such as Everyday Math or may be created by the teacher. All instructional strategies for enrichment follow research based best practice. It is important to note, a student performing above grade level in reading may be at or below grade level in math. They may excel in a particular skill but not in another thus groups are fluid. Data is collected, analyzed through data meetings, and groups are adjusted every six weeks where student need indicates.

### **3c. Students with disabilities:**

Students with disabilities are identified through the SAT process. Further evaluation takes place as a result of ongoing SAT data. With parent collaboration, an Individualized Educational Plan (IEP) or 504 is developed if indicated by the evaluation. Some students enter Dorr with an IEP or an outside diagnosis that warrants interventions/supports as well. Through the IEP process student needs and instructional strategies are identified and reflected in the student's IEP goals. A student with a disability participates in Tier 1 instruction with peers, attends Tier 2 interventions through the MTSS process and receives Tier 3 interventions from a special education teacher based on their IEP goals. Students with disabilities are provided instruction in the least restrictive environment with their peer group according to their IEP goals. Our special education teachers may be in the general education classroom during Tier 1 instruction to provide Tier 3 support, or the student may visit them in a small group setting for Tier 3 support. Instructional materials and strategies support the curriculum of the district and are research based with best practice.

### **3d. English Language Learners:**

English Language Learners (ELL) participate in the MTSS process as defined above. They are also supported by an ELL consultant. The consultant meets with the student weekly one on one or in a small group setting, providing needed academic support. In addition to NWEA, FP and CFA, the WIDA test is given to all ELL students to monitor progress. The consultant also works closely with the classroom teacher providing support and instructional strategies that can be used during Tier 1 and Tier 2 instruction.

In summary, Dorr School tailors instruction, interventions and assessments to meet the diverse and individual needs of various student populations through our Tier 1 instruction where the curriculum is taught to all students. Additionally, Tier 2 and Tier 3 instruction occurs through our MTSS framework and is based on what students need to further their learning and be successful at high levels. We believe all students can learn at high levels thus all adults work towards this goal.

### **3e. Other populations, if a special program or intervention is offered:**

All students are invited to participate in Odyssey of the Mind (OM). Dorr School hosts two teams. OM teaches students how to develop and use their natural creativity to become problem solvers. Teams are led by staff members and parents, and compete at the local, regional, and state level. The teams meet after school to practice and build projects. They compete on the weekend. Both Dorr School teams qualified for state.

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

Dorr School is a positive place and has a welcoming vibe the minute students walk through the school door. Students are greeted with a friendly smile, a handshake, and a warm greeting by their teacher before entering their classroom. As a Capturing Kids Hearts (CKH) school, all staff members have been trained in strategies that engage students, strengthen rapport and relationships, and build a positive culture throughout the building. One such strategy is Good Things. Class starts each day by giving students the opportunity to share positive news with peers and their teacher. This contributes to student success and starts students' morning off with a positive mindset. Another valuable component of CKH is the development of a social contract. The social contract defines the students' vision of what the academic, social and behavioral climate in the school should exemplify.

The school implements strategies and programs to engage students in social and emotional development (SEL). One program that has been beneficial in the SEL growth of students at Dorrr School is Second Step. This program promotes a curriculum centered on a holistic approach. The school social worker steps into the classrooms to teach social and emotional lessons twice a month. The lessons teach students how to process and regulate their emotions, identify the feelings of others, and how to support each other through difficult times. Lessons help students build self-confidence and strengthen students' relational capacity with their peers. The school social worker has also developed support groups such as "Changing Families". Groups such as this help students make connections with peers that have shared experiences. Students utilize the social worker, information from their sessions, as well as each other as resources to help them be successful in school and at home.

Student academic, social-emotional, and behavioral success is celebrated at Dorrr School. Teachers nominate students for student of the month based on positive character traits. Students are also nominated to earn the Dorrr Daily Roar award; this award celebrates students who are working hard on their 3Bs: be respectful, be responsible, and be safe. Teachers also celebrate student success by handing out SWAG tags and book machine tokens. These building wide and classroom celebrations help motivate students to continue to strive for growth and success.

### **2. Engaging Families and Community:**

Dorr School understands the value of having both the school staff and families working together towards children's success. A key component to ensuring family engagement is to offer multiple means of communication. The building principal alongside the office clerical aide sends out a bi-weekly newsletter titled, Dorrr Press, as well as updates the building's Facebook page. The newsletter and the Facebook page include information on upcoming events, opportunities for parents to volunteer and support within the school, classroom and student celebrations, and a home connection that highlights how families can implement Capturing Kids Hearts strategies. Teachers also communicate daily with families. Parents have access to teachers' Google Classroom pages and teachers send out class newsletters. This keeps families informed with what students are learning, and it supports student success through home engagement. There are many informational events that invite families into Dorrr School. Open House, Preschool Open House, Kindergarten Round-up, Parent Teacher Conferences, and Literacy Night are all events that help families prepare and support their student(s).

Dorr Elementary has a phenomenal Parent Teacher Organization (PTO). Any parent can attend the monthly PTO meetings to have a voice in planning school events. One role of the PTO is to hold events that strengthen the connection between the school, families, and the community. Events that are well attended by families include: The Dorrr Carnival, Family Galas, skating parties, Santa's Secret Shop, The Wildcat Walk-a-thon, and movie nights. These events contribute to the overall positive culture at Dorrr School as families are able to engage with their student(s) and create a shared memorable experience.

A strong community partnership is also vital to the success of students at Dorrr School as it is the school's



goal to grow students both as students and as productive citizens. The school has relationships with several businesses and local stakeholders that contribute to learning experiences at school. The building's principal and assistant principal attend monthly meetings held by the Dorr Business Association. These meetings allow for consistent two-way communication between the school and the Dorr business community. The school partners with several local organizations to provide additional resources and support to students. Project Hope sends volunteer mentors to work with students on a weekly basis. The mentors give students a positive role model to talk to, work with, and learn from. Hand-2-Hand is another community stakeholder that provides valuable resources to students. This group works with the school's social worker to identify students in need of school and home supplies, winter apparel, and weekly food donations. The school relies on partnerships such as these and many more to address student and family needs.

### **3. Creating Professional Culture:**

Dorr School has made it a priority to strengthen the Professional Learning Community (PLC) process. The district sent administration and instructional staff to the PLC institute held by Solution Tree. Staff returned from this institute with an understanding of how to better the PLC process at both the building and district level. All grade levels at Dorr School have a common planning period; the building schedule is developed intentionally with PLC work in mind. Teachers meet with their PLC teams during the five district professional development (PD) days, six hours outside of school hours, and when needed during their common prep time. At these meetings, teachers analyze data, develop common formative assessments, discuss best instructional practices, and work on placing students in MTSS groups based on their individual needs.

Committing time and resources to professional growth starts the moment staff are hired through our Mentor/Mentee program. When teachers are newly hired, they attend training that immerses them in the professional culture within the district. New teachers receive a one day session prior to their first day in the classroom. Teachers are educated on important district wide initiatives, given all on-boarding information from the HR team, and work on learning the new curriculum they will be teaching. New teachers are assigned a mentor teacher. Mentors and mentees are provided half days throughout the year to engage in areas of need and support decided by the mentor, mentee, and the evaluating administrator. New teachers are also provided with the opportunity to observe their colleagues in order to identify best practices that they would like to work on in their own classroom.

The staff at Dorr School have a growth mindset; they understand the need for continuous professional development. The building has an assigned literacy coach to assist teachers in identifying best practices in the areas of fluency, comprehension, and phonics. The literacy coach collaborates with teachers to develop intervention plans to support students who need Tier II and Tier III instruction. The building also works closely with the district's technology coaches. Teachers seek input on how to best utilize technological resources within their classroom. Outside of the required district professional development offered, many staff attend various conferences that are optional or on their own. The building does have funds set aside to encourage teachers to attend additional PD training. This keeps staff up to date on new and best practices to help them grow their professional practice and support student success.

Dorr School works with local universities to build the profession. We host student teachers and student interns each year. The candidate goes through an interview process for classroom placement and is placed with a highly effective teacher. We feel building the profession of teaching is extremely important.

### **4. School Leadership:**

Dorr School believes in a shared leadership philosophy; one that prioritizes strong communication and collaboration amongst all staff members. Staff are encouraged to take on leadership roles in which they can utilize their individual strengths to support their colleagues. School leadership consists of the following teams: the building improvement committee newly labeled as the Guiding Coalition, the Positive Behavior Interventions and Support team, and CKH Process Champions. Leadership teams do not make unilateral decisions. Teams have representation from each grade level.

The school's administration team consists of a school principal and an assistant principal. The school administration team helps support staff and student success in many ways. Both have an open door policy, and they work hard at creating a culture of trust and respect. The office team celebrates the success of all staff. Accomplishments and achievements are recognized at a personal level and during staff meetings. Positive affirmations help build momentum and inspire other staff members to grow professionally. Another way the building administration supports staff and student success is by providing resources. This might include professional development opportunities and funding for classroom supplies and materials. They also assist with student's individual behavioral and social emotional needs by working closely with the teacher, student, and families to put in place Tier 1 and Tier 2 supports and interventions that allow the student to be successful.

It is the goal of building administration to grow the leadership capacity of students as well. There are various opportunities for students to develop as leaders throughout the year. Second and third grade students can elect to serve on the building's Student Council team. They plan and oversee donation events for community stakeholders such as a sock drive in October and a food drive during November and December. The Student Council also develops fundraising opportunities. They make decisions to fund school-wide projects to create a more joyous atmosphere at Dorr School. Last year, the student leaders used funds to purchase two buddy benches to be placed on the playground. Another opportunity to develop student leaders is by having classroom ambassadors through CKH. Student ambassadors are tasked with modeling the social contract, giving positive affirmations to peers, and acting as a social rater by providing reflection for the class' overall commitment in following the social contract throughout the day. Student leaders at Dorr School ensure student success by modeling for others what it means to be respectful, responsible, and safe.

## **5. Culturally Responsive Teaching and Learning:**

The ethnic composition in Dorr continues to change, but it is not yet an overly diverse community. The district's vision is, "we will challenge and inspire all students to become lifelong learners and productive citizens." At Dorr School, staff believe that all means all, and with this mindset comes the importance of ensuring equity and cultural awareness. The Capturing Kids Hearts program has taught staff and students the importance of respecting each other's differences. Students develop a social contract in their classroom where every student gets a voice in how they would like to be treated as well as how they should treat each other. Through listening to good things being shared every morning, students learn how their peers' lives are similar and different from their own. Students learn how to support one another through positive affirmations. Part of a classroom's social contract is developing strategies to assist when conflict arises. All of this has taught students how to be culturally responsive both at school and within the community.

Dorr School uses the Michigan Open Book Project for their social studies curriculum. The social studies curriculum allows the school to address the diverse needs and backgrounds of the students and their families. Each grade level centers their teaching on a theme; this learning is scaffolded from kindergarten to third grade. Kindergarteners are taught about "Myself and Others." At an early age students begin to learn about themselves; they begin to develop a self-awareness of how their actions affect others. In third grade, students learn about the cultural characteristics throughout the state of Michigan. They begin to understand that even within the state there are various diverse cultures represented. Also in social studies, students celebrate the lives of historical figures such as Martin Luther King Jr. Discussions are had on the positive character traits of these historical figures, and how they contributed to a more respectful and equitable society today.

The school also identifies ways to incorporate equity and diversity through curricular resources. Teaching staff participated in a professional development session centered on the idea of "Windows, Mirrors and Sliding Glass Doors." Staff learned that materials that offer students a glimpse of someone else's perspective are windows, sliding doors are resources that allow the reader to step into the story, and mirrors allow the readers to reflect on their own cultural identity. This session was followed up with a Book Tasting. Teachers were provided funds to add more diverse resources to their classroom libraries. These books are utilized in the classrooms to help students both value their own unique cultural backgrounds and learn about and celebrate those that differ from them.

## **PART VI - STRATEGY FOR EXCELLENCE**

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When reflecting on one practice that has been the most instrumental to the school's success the Professional Learning Community (PLC) model comes to mind. This model is centered on four critical questions: What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient? Our decisions when answering these questions are data driven and take into consideration the needs of the whole child including academic, social-emotional and behavioral expectations. Dorr School's Guiding Coalition oversees the PLC process and ensures that we are aligned with our mission, vision and goals.

Each grade level and department PLC designs, plans, and implements an MTSS model that meets student needs. PLCs hold data meetings that examine the academic success of students and identify areas of growth. The MTSS model is for all students supporting our belief that "All means all." Students WIN by getting "What I Need" through interventions. Professional Learning Communities are supported by our SAT process to further identify supports for students in the academic setting. We expect students to learn at high levels and support learning through MTSS.

The Positive Behavioral Interventions and Supports (PBIS) and Process Champions have representatives from all PLCs and focus on the social/emotional and behavioral progress of our students through the use of behavioral data. Through their work the curriculum Second Step was purchased. This addressed the immediate need of learners returning to school post COVID and continues to be taught by the school social worker. All staff were trained in Capturing Kids Hearts to further our capacity and understanding of the importance of building relationships with students and its direct impact on learning. The Process Champions look at survey results and determine what steps need to be taken next to integrate CKH at high levels every day. Additionally parents and community members are provided CKH training to build relational capacity between school and learning, and home and community.

Through the work of PLCs and their commitment to the four critical questions, we have witnessed academic excellence. PLC focus on social/emotional and behavioral learning has also directly impacted and supported academic achievement. Dorr School's work through Professional Learning Communities has been extremely impactful and drives our decisions each day with our focus on all students and their success.