

District Improvement Plan

School Year: 2011 - 2012

District Name: Yale Public Schools

ISD/RESA: St. Clair County RESA

Grades Served: PK,K,1,2,3,4,5,6,7,8,9,10,11,12

Superintendent: Mr. Kenneth J. Nicholl

Building Code: 74130

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

District Improvement Plan

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Introduction

The Michigan Department of Education, Office of Education Improvement and Innovation and Office of Field Services has developed a series of documents and tools that are designed to assist schools in the creation and use of an **Action Portfolio** that will guide and inform the school's Continuous School Improvement Planning Process.

The **Action Portfolio** begins with the **Michigan School Improvement Framework (MSIF)**. The Framework was designed to:

- Provide schools and districts with a comprehensive framework that describes the elements of effective schools.
- Provide schools and districts in our state with a common way of describing the processes and protocols of practice of effective schools.
- Give direction to, support, and enhance the school improvement planning process.

The School Improvement Framework **Rubrics** assess the framework at the benchmark level, and provide a continuum of practice that allows buildings to identify gaps that exist between where they are in their current practice and where they want to be. The rubrics also include the EdYES! Performance Indicators that schools must use for their annual self-assessment.

The **Comprehensive Needs Assessment (CNA)** is another tool that has been developed as a part of the **Action Portfolio**. This process examines building demographics, system processes and protocols of practices, instructional program, and disaggregated student academic achievement data, so that the following questions can be answered:

- Who do we serve?
- How do we do business?
- Where are we now?
- Where do we want to be?
- What and where are the gaps?
- What is/are the root cause(s) for the gaps?
- How will we get to where we want to be?
- How will we evaluate our efforts and progress?

The CNA will help a school align these system challenges with the student achievement goals the school will establish. Ensuring that your systems are aligned with the elements of effective schools, to support your instructional program goals and objectives, is the first step to establishing the continuous school improvement process.

The **District Improvement Plan (DIP)** has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

The School Improvement Framework, Rubrics, CNA, and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective schools.

Copies of these documents can be obtained on the web at: www.mi.gov/schoolimprovement

District Information

District:	Yale Public Schools
ISD/RESA:	St. Clair County RESA
Public/Non-Public:	Public
Grades:	PK,K,1,2,3,4,5,6,7,8,9,10,11,12
District Code Number:	74130
City:	Yale
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

Yale Public Schools will become a learning community that supports innovation and is committed to continuous improvement. Yale Public Schools will develop and provide curriculum, instructional strategies, and assessment in a secure, safe, and caring environment to ensure all students learn.

Our learning environment will provide:

- A comprehensive curriculum that meets the needs of all Students, and equips them to be positive and contributing members of society
- A highly qualified, dedicated, and caring staff recognized as the best
- Classrooms, schools, and homes working together to support a safe and nurturing educational experience
- Modern technology and training that maximizes learning for all
- Ethical, responsible, effective, and professional communication between students, staff, families, and the community to ensure student success
- Optimal staffing and facilities to meet the needs of all students

Our students will:

- Feel safe at school
- Be productive members of society who are fully equipped to continue their preparation for the future
- Be confident and self-assured
- Have a positive vision of the future and goals to achieve their vision
- Be proud of their school and community and appreciate learning as a life-long endeavor
- Be creative problem solvers who make sound decisions
- Value and accept individuality

Our school district and community will:

- Work as a team to provide resources necessary to achieve a world-class education
- Recognize the school district is the heart of learning, caring, and support for families in the community
- Acknowledge education is a privilege and proudly accept responsibility for the learning process.

Mission Statement

The mission of the Yale Public Schools is to provide excellence in educational programs and services for all students in a safe environment through a dynamic and proactive curriculum that prepares students for lifelong learning.

Beliefs Statement

- We believe all staff and students are entitled to a safe and secure learning environment.
- We believe every student can learn.
- We believe that children learn at different rates and in different ways.
- We believe in the individuality of every student.
- We believe that a variety of teaching strategies, methods, and materials are necessary to promote academic success for all students.
- We believe that high achieving students need to be challenged to reach their full potential.

- We believe in relevant education that provides the knowledge and skills to meet global challenges and opportunities of the 21st century.
- We believe that students need to come to school prepared and ready to take an active role in learning.
- We believe parents are an integral part of student education.
- We believe that students, staff, families and the local community all play a vital role in the education of our children.
- We believe that respect, cooperation, and communication are necessary among staff, students, parents and the community to create a positive learning environment.
- We believe all communication should be ethical, responsible, effective, and professional at every level.
- We believe that high expectations lead to high achievement for all.

Goals

Name	Development Status	Progress Status
English Language Arts Reading Goal	Complete	Open
English Language Arts Writing Goal	Complete	Open
Math Goal	Complete	Open
Science Goal	Complete	Open
Social Studies Goal	Complete	Open

Goal 1: English Language Arts Reading Goal

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will improve their English Language Arts Skills.

Gap Statement: There exists a gap between current percentage of students who are identified as being proficient on MEAP and ACT/MME and our target goal of 100% proficiency.

Cause for Gap: The identified cause for the existing gap is the areas of deficit in the comprehension of narrative and informational text.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP

MME

DIBELS

DRA

Locally Developed Literacy Assessments

Study Island

Technology is used in assessments

Data warehousing

common assessments

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? MEAP/MME ELA - improvement of raw score

DIBELS Assessment - benchmark score

DRA Benchmark scores

Use of technology by all staff

Scoring Clinics

Contact Name: Jim Heimbuch

List of Objectives:

Name	Objective
Reading Objective	The raw score of students proficient on the MEAP will increase by 5% per year in the 2011-2012 school year.

1.1. Objective: Reading Objective

Measurable Objective Statement to Support Goal: The raw score of students proficient on the MEAP will increase by 5% per year in the 2011-2012 school year.

List of Strategies:

Name	Strategy
Reading Strategy	Staff will receive training and learn how to use the ELA toolbox, ELA curriculum and available instructional technology with all students in order to improve reading comprehension. District will provide additional time and support and differentiated instruction to students who are identified as at risk of not being proficient on State standards.

1.1.1. Strategy: Reading Strategy

Strategy Statement: Staff will receive training and learn how to use the ELA toolbox, ELA curriculum and available instructional technology with all students in order to improve reading comprehension. District will provide additional time and support and differentiated instruction to students who are identified as at risk of not being proficient on State standards.

Selected Target Areas

Indicator 1 The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.
Indicator 14 The system provides job-embedded, on-going, interrelated learning opportunities for all staff to improve their effectiveness. The intent of professional development is to help build capacity and implement new skills system-wide emphasizing their application in the classroom.
Indicator 17 Through the use of multiple types and sources of disaggregated data, the system informs efforts to close achievement gaps. This data is readily accessible to stakeholders directly involved in data-based decision-making.

Other Required Information for Strategy

Raphael, T.E. and P.D. Pearson (1985). Increasing students' awareness of sources of information for answering questions. American Educational Research Journal 22, pp. 217-236. An ASCD Study Guide for The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction, Robert Marzano, 2007.

Robert Marzano

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Reading Professional Development	2011-09-01	2012-06-17	RESA ELA Consultants Principals and Department Heads

1.1.1.1. Activity: Reading Professional Development

Activity Description: Provide professional development for teachers on how to use reading strategies and instructional technology in order to reach the reading goal both during the school day and in extended day and extended year activities.

Planned staff responsible for implementing activity: RESA ELA Consultants Principals and Department Heads

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2012-06-17

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development - Substitutes and Workshop Fees	Title II Part A	5,000.00	0.00

Goal 2: English Language Arts Writing Goal

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will improve their ELA writing skills and abilities.

Gap Statement: There is a gap between current percentage of students proficient on the MEAP and MME and our target goal of 100% proficiency.

Cause for Gap: Performance levels in Writing process, writing genre and persuasive writing skills are the primary cause of the gap.

Multiple measures/sources of data you used to identify this gap in student achievement:

1. MEAP/MME
2. DRA
3. Common Assessments
4. ACT
5. Study Island
6. Technology used in assessments
7. Data warehouse
8. Common Assessments

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?

1. MEAP/MME
2. DRA assessments
3. Common writing assessments across content areas
4. ACT practice assessments
5. Use of technology

Contact Name: Educational Staff

List of Objectives:

Name	Objective
Writing Improvement	The raw score of students will improve by 5% on the 2011/2012 MEAP/MME.

2.1. Objective: Writing Improvement

Measurable Objective Statement to Support Goal: The raw score of students will improve by 5% on the 2011/2012 MEAP/MME.

List of Strategies:

Name	Strategy
Write Well Curriculum	Staff members will receive training and learn how to use the Write Well Curriculum and associated educational technologies and supported strategies to improve writing skills across the content areas. District will provide additional time, support and differentiated instruction to students at risk of not being proficient on state standards.

2.1.1. Strategy: Write Well Curriculum

Strategy Statement: Staff members will receive training and learn how to use the Write Well Curriculum and associated educational technologies and supported strategies to improve writing skills across the content areas. District will provide additional time, support and differentiated instruction to students at risk of not being proficient on state standards.

Selected Target Areas

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Other Required Information for Strategy

1. Write Well research
2. Lucy Calkins
3. Marcia Freeman
4. Robert Marzano

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Write Well PD	2011-09-06	2012-06-15	1. RESA staff 2. Principals 3. Department Heads 4. Consultants

2.1.1.1. Activity: Write Well PD

Activity Description: RESA consultants will provide PD for staff members on how to use Write Well strategies and associated educational technologies to improve writing skills across all content areas.

Planned staff responsible for implementing activity: 1. RESA staff
 2. Principals
 3. Department Heads
 4. Consultants

Actual staff responsible for implementing activity: Same

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-15

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
PD, sub costs	Title II Part A	6,200.00	0.00

Goal 3: Math Goal

Content Area: Math

Development Status: Complete

Student Goal Statement: All students will improve their math skills.

Gap Statement: There is a gap between current percentage of students proficient on the MEAP and MME and our target goal of 100% proficiency.

Cause for Gap: Skills deficit in the areas of Number and Operations, Data and Probability, Measurement and reading charts and graphs are identified as the primary causes of the gap.

Multiple measures/sources of data you used to identify this gap in student achievement: 1. MEAP

2. MME
3. ACT
4. Study Island
5. CCC
6. Technology used in assessments
7. Data warehousing

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? MEAP

MME

CCC

Use of technology by all staff

Locally developed assessments

Contact Name: All Staff

List of Objectives:

Name	Objective
Math Goal	The raw score of students proficient on the MEAP and MME will improve by 5 % in the 2011 2012 school

3.1. Objective: Math Goal

Measurable Objective Statement to Support Goal: The raw score of students proficient on the MEAP and MME will improve by 5 % in the 2011 2012 school

List of Strategies:

Name	Strategy
Math Goal	Staff will receive training on how to use technology, toolbox reviews, graphing organizers and calculators to improve math skills. District will provide extra time, support and differentiated instruction to students at risk of not being proficient on state standards.

3.1.1. Strategy: Math Goal

Strategy Statement: Staff will receive training on how to use technology, toolbox reviews, graphing organizers and calculators to improve math skills. District will provide extra time, support and differentiated instruction to students at risk of not being proficient on state standards.

Selected Target Areas

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Other Required Information for Strategy

- Use of Graphing Calculators
- Study Island
- CCC
- How to solve It
- Vocabulary and it's effects on math
- Use of whiteboard technology to engage learner

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Math Goal	2011-09-06	2012-06-15	RESA Consultants Math Staff Administration Department Heads

3.1.1.1. Activity: Math Goal

Activity Description: Provide PD for staff on how to use math strategies and instructional technology in order to reach the math goal both during the school day and extended day and year activities.

Planned staff responsible for implementing activity: RESA Consultants

Math Staff
Administration
Department Heads

Actual staff responsible for implementing activity: same

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-15

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Grant	Title II Part A	8,700.00	0.00

Goal 4: Science Goal

Content Area: Science

Development Status: Complete

Student Goal Statement: All students will improve their science skills.

Gap Statement: There is a gap between the current percentage of students proficient on the MEAP and MME and 100%.

Cause for Gap: The ability to construct and reflect on scientific knowledge and use charts and graphs is the cause of the gap.

Multiple measures/sources of data you used to identify this gap in student achievement: MME, MEAP, ACT, PLAN, Explore, Local Common Assessments, Data warehousing technology

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Using technology to warehouse and interpret data.

Local Common assessments.

MEAP

MME

PLAN

Explore

Contact Name: All Staff

List of Objectives:

Name	Objective
Science	The rawcore of students profient on the MEAP and MME will improve by 5% in the 2011-2012

Objective	school year.
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4.1. Objective: Science Objective

Measurable Objective Statement to Support Goal: The rawcore of students profient on the MEAP and MME will improve by 5% in the 2011-2012 school year.

List of Strategies:

Name	Strategy
Science Strategy	Teachers will receive training on how to use technolgy, toolboxes, labs, hands on activities, science fairs, and our textbook series to improve science knowledge. District will provide extra time, support and differentiated instruction to students at risk of not being profdicient on state standards.

4.1.1. Strategy: Science Strategy

Strategy Statement: Teachers will receive training on how to use technolgy, toolboxes, labs, hands on activities, science fairs, and our textbook series to improve science knowledge. District will provide extra time, support and differentiated instruction to students at risk of not being profdicient on state standards.

Selected Target Areas

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Other Required Information for Strategy

Textbooks
 AIMS Activities
 Toolboxes
 RESA PD

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Science Activity	2011-09-06	2012-06-15	RESA Consultants Science Department Heads Administration State wide consultants

4.1.1.1. Activity: Science Activity

Activity Description: Provide PD for teachers on how to develop strategies to improve science skills. Make available tools of instructional technology to engage the learner and to provide staff with appropriate professional development to implement the use of technology in the classroom.

Planned staff responsible for implementing activity: RESA Consultants
 Science Department Heads
 Administration
 State wide consultants

Actual staff responsible for implementing activity: Same

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-15

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Grant	Title II Part A	2,700.00	0.00

Goal 5: Social Studies Goal

Content Area: Social Studies

Development Status: Complete

Student Goal Statement: All students will improve their social studies skills.

Gap Statement: There is a gap between the current score of students proficient on the MEAP and MME and our target goal of 100%.

Cause for Gap: Deficit in knowledge and application of history and economics and the ability to use/interpret charts graphs and technology are the cause for the gap.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP

MME

ACT

Plan

explore

Locally developed common assessments

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? MEAP, MME, Data Warehouse, Common assessments, Use of technology and data warehousing

Contact Name: All Staff

List of Objectives:

Name	Objective
Social studies Objective	The raw score of students proficient on the MEAP and MME will improve by 5% in the 2011-2012 school year.

5.1. Objective: Social studies Objective

Measurable Objective Statement to Support Goal: The raw score of students proficient on the MEAP and MME will improve by 5% in the 2011-2012 school year.

List of Strategies:

Name	Strategy
Social Studies Strategy	Staff will receive training on how to use textbooks, instructional technology, and media to improve social studies skills. District will provide extra time, support and differentiated instruction to students at risk of not being proficient on state standards.

5.1.1. Strategy: Social Studies Strategy

Strategy Statement: Staff will receive training on how to use textbooks, instructional technology, and media to improve social studies skills. District will provide extra time, support and differentiated instruction to students at risk of not being proficient on state standards.

Selected Target Areas

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Other Required Information for Strategy

Textbooks
 OnLine Technology
 Marzano
 Lucy Caulkins

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Social studies Activity	2011-09-06	2012-06-15	Consultants Department Heads Administrators

5.1.1.1. Activity: Social studies Activity

Activity Description: Provide PD for teachers on how to use social studies content, technology and best practices during the regular and extended school day. Improve student engagement through the use of whiteboards and other instructional technology. Enhance student understanding of interpolation and extrapolation through the use and application of graphs and charts.

Planned staff responsible for implementing activity: Consultants
Department Heads
Administrators

Actual staff responsible for implementing activity: Same

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-15

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Grant	Title II Part A	1,100.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
Title II Part A	\$23,700.00	\$0.00

Assurances

Special Education

1. The District School Improvement Team reviews the CIMS data.

Response: *Yes*

Comments:

2. CIMS data is used to prepare the District Improvement Plan.

Response: *Yes*

Comments:

Technology

1. The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).

Response: *Yes*

Comments:

2. The district has a process to monitor adult and student use of the internet.

Response: *Yes*

Comments:

3. The district has an Internet Safety Policy in place.

Response: *Yes*

Comments: *The District has in place an Acceptable Use Policy for both staff and students.*

4. The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.

Response: *Yes*

Comments:

5. The district has a process to provide public notice and hearings about the Internet Safety Policy.

Response: *Yes*

Comments:

6. The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.

Response: *Yes*

Comments:

7. The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes", specify the needs in the comments section.

Response: *Yes*

Comments:

8. The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes", specify the actions in the comments section.

Response: *Yes*

Comments: *The District has created a long-standing Technology Committee to review and identify needs of the district as it relates to infrastructure and for curriculum delivery.*

9. The district adjusts its curriculum to include technology literacy for all students.

Response: *Yes*

Comments:

10. The district adjusts its instructional program to promote technology literacy. If "yes", specify the adjustments in the comments section.

Response: *Yes*

Comments: *Technology literacy is promoted through the use of embedded instructional strategies which incorporate engaging activities through the use of Promethean Interactive White Boards, etc.*

Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
Mrs.	Kelly	Silverthorn	Parent	silverthorn6@gmail.com
Mrs.	Amanda	Zabor	Parent/Board	amandaj@zaborfamily.com
Mrs.	Shelley	Wilcoxon	Parent/Special Education	swilcoxon@yale.k12.mi.us
Mr.	Douglas	Porrett	Community Member	dsporrett@wbvtv.net
Mrs.	Melissa	Schutt	Business Member	mschutt@csbbank.com
Mrs.	Jan	Meikle	Business Member	jmeikle@tri-countybank.com
Mr.	James	Heimbuch	Curriculum/Personnel Dire	jheimbuch@yale.k12.mi.us
Mr.	Paul	Flynn	High School Principal	pflynn@yale.k12.mi.us
Mr.	Joseph	Haynes	Jr. High Principal	jhaynes@yale.k12.mi.us
Mrs.	Suzanne	Guttowsky	Elementary Principal	sguttowsky@yale.k12.mi.us
Mr.	Robert	Watson	Elementary Principal	bwatson@yale.k12.mi.us
Mrs.	Terry	Wright	Teacher	twright@yale.k12.mi.us
Mrs.	Mary Ellen	Pattenaude	Employee	mpattenaude@yale.k12.mi.us
Mr.	Kenneth	Nicholl	Superintendent	knicholl@yale.k12.mi.us
Ms.	Chelsea	Timlin	student	ctimlin@yale.k12.mi.us

1. Describe how all stakeholders are involved in the planning, design, monitoring and evaluation of this institution improvement plan.

Stakeholders are an integral part of the success of the district as they influence the school system, programs, and services. The District School Improvement Team (SIT) meets quarterly (or more frequently, if necessary) to share information, receive updates, and discuss issues or concerns. The team represents all stakeholders, and is facilitated by Superintendent Frank Johnson.

With regard to the planning and design of this improvement plan, the team broke into subcommittees with volunteer assignments to cover each aspect of the document. It was designed in accordance with Yale Public Schools' (YPS) mission statement, goals and objectives, and plan to improve student achievement. Information was gathered at the school building level and through various parent/teacher/administrator groups. This included meetings by the building school improvement teams, Parent Advisory Committee (PAC), school board, curriculum committee, as well as staff, PTO/PTA, and Parent Information Night (PIN) meetings.

Assessment data was used in conjunction with state guidelines for making Annual Yearly Progress (AYP) to determine target goals and strategies. Community and building survey data was also considered. The District SIT reviewed the material as it relates to YPS school improvement goals. Decisions regarding student performance, materials, curriculum, assessments, technology, professional development, support materials, and staff are all attached to performance-related school improvement goals.

To monitor the effectiveness of this plan, the District SIT will use a documentation system to record the effectiveness of the school improvement strategies, personnel, and resources used to achieve the goals. The documentation will drive the decision-making process. In making decisions, the following parameters will be considered:

- Stay within curriculum, district policies, and the Master Agreement
- Use effective research and assessment data
- Work with district personnel and administration, with input from all stakeholders, to evaluate curriculum, funding, and other aspects, taking into consideration the Yale Board of Education (specific to awareness and approval)

To evaluate school improvement and revise this plan accordingly, strengths and weaknesses of the entire school operation will be reviewed annually by a District SIT subcommittee. The purpose will be to identify strengths and weaknesses of the entire school operation by analyzing the successfulness of system processes and practices. Areas in need of positive change will be reviewed to create deliberate, cohesive, observable, measurable student outcomes.

2. Describe how decisions about curriculum, instruction and assessment are made at this institution, and how all stakeholders are involved in the process.

The Yale Public Schools' core curriculum is developed and monitored by the district's Curriculum Committee. A dynamic process that is multi-step and on-going guides curriculum development. Each content curriculum is reviewed every five years. The district carries out this process in a planned and systematic manner that includes the following components:

1. Writing a curriculum aligned to state standards for all classes.
2. Developing assessment strategies for each curricular objective.
3. Aligning each objective to one of the Michigan Department of Career Development's six Career Pathways.
4. Providing staff with professional development on best practices in all curricular areas.

The end product of this curriculum review process is a working document that will assist teachers in lesson planning and provide assurances that the district has a curriculum that is aligned, taught and tested.

3. Describe how institution and student information and progress will be shared with all stakeholders in a language that they can understand.

- Placed on District Webpage
- Copies Available in District office
- Emailed to Parent Advisory Committee and District School Improvement Committee
- Copies Available at Building Meetings and Conferences
- District Newsletter
- Local Newspaper

Statement of Non-Discrimination

Federal Office for Civil Rights

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 school 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 district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Name/Position:	Kenneth J. Nicholl
Address:	198 School Drive, Yale MI 48097
Telephone Number:	810-387-3231, Ext. 262

References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

Conclusion

1. What Professional Learning activities will you need to provide to support the successful implementation of this school improvement plan?

- Use of Title II A Funds
- District and county PD days
- RESA Workshops
- State workshops
- Staff meetings
- School Improvement meetings
- Use of RESA consultants
- Book studies
- Scoring workshops
- Textbook consultants
- Peer support
- Differentiated instruction

2. How has the institution integrated its available fiscal resources to support this school improvement plan?

To the extent possible, all available fiscal resources are committed to the school improvement plan and its implementation.

3. How has the institution assessed the need for and integrated the use of technology to support this school improvement plan?

Vision

We believe instructional technology is an integral part of the total educational process for every student.

-Integrated communication technology (voice, audio, video, data) has had, and will continue to have, a profound effect on our world. To ensure that Yale students become fully functioning participants in this continuously evolving society, it is necessary for them to acquire the skills, knowledge and value inherent in the use of technology.

-A flexible curriculum will best meet the needs of all students, regardless of their abilities. Technology will become both a learning and a management tool providing staff, students and parents the educational means and outcomes to address the development, well-being and achievement of all students. It is also viewed as an additional method to engage the learner and best prepare them for the 21st Century.

-Implementation of technology will be ongoing and designed to ensure a logical progression from kindergarten through twelfth grade. Technology will assist Yale students in becoming literate, independent, lifelong learners better capable of both problem-solving and critical thinking.

-Interacting with technology will assist our students in mastering basic skills and developing creative expression. Technology will permit staff, parents and students to better plan and monitor learning outcomes.

-All instructional and administrative staff will model the use of technology for both students and fellow staff members. Staff development and in-service activities will be planned and implemented to support staff in the integration of technology into the curriculum. Technology will permit teachers to expand their roles of facilitator and researcher, thereby providing new learning experiences and environments for Yale students.

-Technology will provide better communications between family, community, and school. Parents will be more routinely and actively involved in communication with teachers and schools through integrated communication technology.

-Equity of access to various technologies, materials, and experiences will be fostered through mutual collaboration and communication between all shareholders in the educational process. Networked technology will enhance communication, minimize cost, and maximize access to common devices, software and resources. Technology will be available in schools and classrooms in sufficient quantities to achieve this vision.

Use:

*Communication is enhanced through technology for parent and students via emails, daily electronic announcements and school newsletters.

*Parents and students can monitor academic progress and attendance through Parent / Student Connect.

*Some textbooks and educational materials are available to students to use at home.

*There is increased availability to interactive white boards in all schools.

*Data is collected on a variety of assessments through the Data Director program.

*Online career preparation material, Career Cruising, is used to assist students with career research and investigation.

*A great deal of information is available to parents and students on the school districts website.

*Students have access to high speed internet connections at all buildings.

*Individualized student enrichment programs, such as CCC, E2020 and Study Island, are used at various buildings throughout the district.

*Incorporate whiteboards to the extent possible to increase and enhance student engagement.