



District Improvement Plan

Yale Public Schools

Mr. Kenneth J Nicholl, Superintendent
198 School Drive
Yale, MI 48097-3342

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Introduction

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.

Executive Summary

Introduction

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

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

Description of the School System

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

Yale Public Schools is located in the Western area of St. Clair County, approximately one hour North of Detroit. Yale Public Schools serves Avoca, Brockway, Emmett, Fargo, Goodells, Ruby, Yale and encompasses over 150 square miles in and surrounding these rural communities. There are five (5) buildings, housing approximately 2,100 students; Yale Elementary (K-5), John Farrell Emmett Elementary (K-5), Avoca Elementary (K-5), Yale Junior High School (6-8), and Yale High School (9-12). The District employs approximately 109 teachers and over 120 support personnel making it the largest employer in the area. For the past several years, like many rural districts, Yale has experienced a declining enrollment, as well as reduced state funding. However, even in these difficult economic times, our students have been provided with outstanding educational opportunities and experiences. We offer a Middle College, Advanced Placement courses, instructional pedagogy deeply embedded with technology, State Recognized Quiz Bowl Team, in addition to numerous clubs and organizations that support the development of the whole child. Challenges continue, yet our communities have supported a Technology and Bus Bond, as well as a Sinking Fund to maintain and improve our facilities. Additionally our district has committed to sound energy practices and have made significant improvements through the use of an Energy Performance Bond. Doing more with less is a theme that our district is familiar with. Our strength truly is in the support by our communities and it has paid dividends as our students have demonstrated academic excellence at all levels and are continually among the top scores in the County.

System's Purpose

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

Yale Public Schools have numerous partners who assist in the challenge of providing a safe, learning environment for the purpose of providing the best educational opportunity for "our kids". Students, parents, staff, business owners, Chamber of Commerce, and community leaders have come together for the purpose of developing an improvement model that may be sustained in these economic times for the purpose of student growth and development.

Our Mission 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.

Our Vision is that 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 deeply embedded with technology, and assessment in a secure, safe, and caring environment to ensure all students learn.

Our Beliefs are:

- We believe all staff and students are entitled to a safe and secure learning environment
- We believe every student can learn
- 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 all students need to be challenged to reach their full potential

Notable Achievements and Areas of Improvement

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

Yale Public Schools have seen notable achievements and areas of improvements in recent years. We have earned the trust and respect of our communities and proudly rank among the top in St. Clair County as it relates to academic performance. Each of our buildings as it relates to the State of Michigan Accountability Scorecard and No Child Left Behind has received acceptable ratings and this continues to be a focal point for our collective staffs. The district continues to strive for improvement and academic excellence. Our schools regularly rank high in the area as it relates to the "Top to Bottom" Performing schools.

Moments of Celebration include:

- State Qualifying Quiz Bowl Team
- Business Professionals of America top area and state performances
- 3rd Place finish at the State of Michigan Mock Trial Team Competition
- Yale High School posted the highest ACT Composite score in school history and rank among the highest in the St. Clair County
- District-wide benevolent building fundraisers eclipse \$20,000 mark
- Increase of nearly 60% of those proficient in ACT College Readiness Benchmarks
- Partnered with local districts to create a Middle College

Additional Information

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

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Stakeholders are an integral part of the success of the District Improvement Team (DIP) as they influence the school system, programs and services. The individual Building School Improvement Teams meet regularly to share information, receive updates and discuss issues or concerns and this information is channeled to the DIP membership. The team represents all stakeholders, and is facilitated by the Superintendent of Schools, Kenneth Nicholl, and the Director of Title Services, Instruction and Personnel, Joseph Haynes.

Volunteers were recruited by building administrators and the Superintendent. A request was made by the administration of the district to seek out individuals (parents and community members) interested in designing and monitoring both the school improvement plan(s) and district improvement plan. Invitations were sent out in newsletters and on the district's web page. Building administrators spoke about the roles and responsibilities of school / district improvement team members. Names of volunteers were forwarded to the superintendent of schools, who personally contacted those individuals and invited them to participate on the team.

The Superintendent discussed with the group the necessity to meet regularly and asked individuals what days, times, and locations would best meet the teams needs and not conflict with personal responsibilities. The Superintendent reviewed the results and scheduled the dates.

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

The team broke into subcommittees with volunteer assignments to cover the various aspects of the District Improvement Plan. The plan was designed in accordance with the Yale Public School's (YPS) mission statement, goals, objectives and plan to improve student achievement. Tasks were discussed at the first meeting. Volunteers and administrators were given tasks necessary to complete the DIP. With representation from all buildings (kindergarten through 12th grade), parents, community members and administration, the plan was created with all stakeholders input.

Yale High School Student

Parent #1 (Parents are encouraged to stay on the team as long as they are involved in the school system)

Parent #2 (Parents are encouraged to stay on the team as long as they are involved in the school system)

Parent #3 (Parents are encouraged to stay on the team as long as they are involved in the school system)

Employee at-large

Teacher - Elementary Level

Teacher Secondary Level

Board of Education Member

Elementary School Principal

Elementary School Principal

Elementary School Principal

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Junior High School Principal

High School Principal

Director of Title Services, Instruction and Personnel

Superintendent of Schools

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

District Improvement Plan (DIP) members are usually updated on the progress of the plan at each of the meetings. The final DIP is presented in its completion (in writing) to the entire team at the last meeting of the year. When a new team meets at the beginning of the year, the plan is distributed, and thoroughly discussed.

The plan is also made available to the public through annual reports, website postings, parent meetings and Board of Education meetings.

District Additional Requirements Diagnostic

Introduction

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

District Additional Requirements Diagnostic

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

Label	Assurance	Response	Comment	Attachment
	The District School Improvement Team reviews the CIMS data.	Yes		

Label	Assurance	Response	Comment	Attachment
	CIMS data is used to prepare our District Improvement Plan.	Yes		

Label	Assurance	Response	Comment	Attachment
	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).	Yes	The district protection measure blocks and filters adult and student internet access of inappropriate materials consistent with CIPA.	

Label	Assurance	Response	Comment	Attachment
	The district has a process to monitor adult and student use of the internet.	Yes	Acceptable Use policy is signed by all students and staff.	

Label	Assurance	Response	Comment	Attachment
	The district has an Internet Safety Policy in place.	Yes	Internet safety policy is fully described and explained in the Acceptable Use policy	

Label	Assurance	Response	Comment	Attachment
	The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
	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.	Yes	District is prepared for online testing and assessment for all grade levels. The district has participate interim assessments offered through the State.	

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Label	Assurance	Response	Comment	Attachment
	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.	Yes	The district has completed both hard wired and wireless connectivity for internet access throughout all district buildings.	

Label	Assurance	Response	Comment	Attachment
	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.	Yes	The building level school improvement plans and district improvement plan addresses instruction through the use of technology in all core areas. Professional development has occurred and will continue to support the use of technology in classroom instruction and pedagogy.	

Label	Assurance	Response	Comment	Attachment
	The district adjusts its curriculum to include technology literacy for all students.	Yes		

Label	Assurance	Response	Comment	Attachment
	The district adjusts its instructional program to promote technology literacy. If "yes," specify the adjustments in the comments section.	Yes	Students at the secondary level have been given I pads (1:1) as a cohort to enhance opportunity and instructional support. Elementary schools and junior high school utilize classroom carts (Ipad and Chromebook) to support educational experiences in the classroom. All classrooms have interactive whiteboards / Promethium Boards for daily instruction. The district also utilizes interactive instructional programming such as Study Island, STAR products and Successmaker.	

Label	Assurance	Response	Comment	Attachment
	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		

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Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If "yes," list the name, position, address and telephone number of the employee in the comments section.	Yes	Kenneth Nicholl, Superintendent 198 School Drive Yale, MI 48097 (810) 387-3231	

Label	Assurance	Response	Comment	Attachment
	The District has a District Board Policy that is related to Parent Involvement.	Yes		

Label	Assurance	Response	Comment	Attachment
	The District has additional information necessary to support your improvement plan.	No		

Yale Public School District DIP (June 2014 Update)

Overview

Plan Name

Yale Public School District DIP (June 2014 Update)

Plan Description

Yale Public School District 2014 DIP

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students in the Yale Public School District will be proficient in the area of mathematics	Objectives: 1 Strategies: 5 Activities: 8	Academic	\$0
2	All students in the Yale Public School District will be proficient in the area of reading	Objectives: 1 Strategies: 6 Activities: 16	Academic	\$0
3	All students in the Yale Public School District will be proficient in the area of writing	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$0
4	All students in the Yale Public School District will be proficient in the area of science	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$0
5	All students in the Yale Public School District will be proficient in the area of social studies	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$0

Goal 1: All students in the Yale Public School District will be proficient in the area of mathematics

Measurable Objective 1:

55% of All Students will demonstrate a proficiency in all areas in Mathematics by 06/01/2015 as measured by district identified math assessments, nationally normed assessments and the 2014-2015 state assessment .

Strategy 1:

Differentiated Instruction - Emphasis will be placed on Common Core Mathematical Instructional Practice #1: make sense of problems and persevere in solving them and Mathematical Instructional Practice #3: construct viable arguments and critique the reasoning of others. Teachers will provide differentiated instruction in order to best meet the needs of the learners.

Research Cited: Classroom Instruction that Works: Robert Marzano, Jennifer Norford, Diane Paynter, Debra Pickering and Babara Gaddy (ASCD, 2001)

The Highly Engaged Classroom: Robert Marzano and Debra Pickering (Marzano Research Laboratory, 2011)

Analyzing Mathematical Tasks: A Catalyst for Change: F. Arbaugh and C. Brown (Journal of Mathematics Teacher Education, 8 p.530)

Tier:

Activity - Support Mathematical Practices (M.1.4.1)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development for Common Core Math Practices through various forms, such as RESA consultants, peer coaching, departmental inservice and other district supported training. Schools: All Schools	Professional Learning			08/27/2014	06/12/2015	\$0	Title II Part A	Director of Instruction, Building Administration and Math Department Heads

Activity - Support Class-Size Reduction Program (M.1.4.2)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To assist in closing the achievement gap, select students will be placed into a reduced third grade classroom. The classroom teacher, paraprofessional staff, and special education teacher will work together to provide targeted instruction and intervention Schools: All Schools	Class Size Reduction			08/27/2014	06/12/2015	\$0	Title II Part A	Director of title Services and Instruction and Building Administrator

Strategy 2:

Math Vocabulary - Teachers will purposefully introduce, regularly utilize and create activities to support the comprehension of grade appropriate mathematical

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vocabulary.

Research Cited: Vocabulary and Its Effects on Mathematics Instruction: J.C. Swartz (ERIC Document No. ED 439 017, December 1999)

Tier:

Activity - Support Math Vocabulary (M.1.2.1)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with the opportunity to learn and use the math vocabulary in engaging ways through activities and lessons. Teachers will also display grade level appropriate vocabulary on a math word wall (elementary). Schools: All Schools	Professional Learning			08/27/2014	06/12/2015	\$0	Title II Part A	Director of Instruction, Building Administration, Math Department Heads and Classroom Teachers

Strategy 3:

Technology Based Math Programs - Teachers will provide all students with access to technology in order to enhance math learning, provide individualized practice and monitor comprehension and mastery.

Research Cited: Twenty-First Century Literacy and Technology in K-8 Classrooms: J. Brown, J. Bryan and T. Brown (Innovate, 2005)

Tier:

Activity - Support Math with Technology (M.1.3.1)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and paraprofessionals will utilize a variety of technology based, grade appropriate math intervention programs to better meet the individual needs of the students and address the remedial needs of the non-proficient students. The interventions will be employed during the school day, after school and during summer school. Schools: All Schools	Technology			08/27/2014	06/12/2015	\$0	Title I Part A	Director of Title I and Instruction, Building Administration, Math Department Heads and Classroom Teachers

Activity - Support Math Technology Professional Development (M.1.3.2)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers and paraprofessionals will be trained in the use of technology based math intervention programs in order to effectively implement those programs for improvement of student math comprehension. Schools: All Schools	Professional Learning			08/27/2014	06/12/2015	\$0	Title II Part A	Director of Instruction and Building Administrators
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Strategy 4:

Title I Support - Title I and Section 31a paraprofessionals will assist teachers in providing more intense and individualized math interventions for students who are not proficient as demonstrated by math assessments, classroom performance, and parent / teacher referral.

Research Cited: US Department of Education NCEE 2009-4045 Report, from What Works Clearinghouse

Tier:

Activity - Support Paraprofessional Assistance (M.1.1.1)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessional staff will provide educational assistance to struggling students and could include technology supported instruction. Schools: All Schools	Professional Learning			08/27/2014	06/12/2015	\$0	Title I Part A	Director of Title I and Building Administrators

Strategy 5:

Supplemental Instruction - Trained teachers and paraprofessionals will provide supplemental instruction and summer school and tutoring opportunities to non-proficient students in order to accelerate their reading proficiency and improve their comprehension of academic content materials.

Research Cited: Structuring Out of School Time to Improve Student Achievement: A Practice Guide. Beckett, Borman, Capizzano, Parsley, Ross, Schirm and Taylor (Institute of Educational Services, July 2009)

Tier:

Activity - Support Staffing of Summer School and Tutoring Programs (M.1.5.2)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified teachers and paraprofessionals will be hired and scheduled to provide summer school tutoring for students. Schools: All Schools	Extra Curricular			08/27/2014	06/12/2015	\$0	Title I Part A	Director of Title I and Building Administrators

Activity - Support Materials to Support Supplemental Instruction (M.1.5.1)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff providing tutoring or extended year tutoring will have access to consumable materials and access to technology based programs in order to carry out the tutoring of non-proficient students attending these programs. Schools: All Schools	Other			08/27/2014	06/12/2015	\$0	Title I Part A	Director of Title I and Building Administrators
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Goal 2: All students in the Yale Public School District will be proficient in the area of reading

Measurable Objective 1:

74% of All Students will demonstrate a proficiency in all areas in English Language Arts by 06/01/2015 as measured by district identified reading assessments, nationally normed assessments and the 2014-2015 state assessment.

Strategy 1:

Differentiated Instruction - Teachers will provide differentiated instruction in order to best meet the needs of all learners. This may include remediation strategies, extra practice, supplemental materials, enrichment activities, extended time, support from paraprofessionals and additional instructional time outside the normal school schedule.

Research Cited: The Differentiated Classroom: Responding to the Needs of All Learners: Carol Tomlinson, (1999)

Tier:

Activity - Support Differentiated Instruction (R.1.3.1)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained to better meet the individual academic needs of each student. Instructional strategies include those fostered by Robert Marzano and other researched best practices. Schools: All Schools	Professional Learning			08/27/2014	06/12/2015	\$0	Title II Part A	Director of Instruction and Building Administrators

Activity - Support Differentiated Instruction - Technology (R.1.3.3)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be supported by leveled books and a web-based program to assist them with addressing the wide variety on academic needs. Students will participate in an online learning exercise to support skills taught in the classroom and practice non-mastered skills. Schools: All Schools	Technology			08/27/2014	06/12/2015	\$0	Title I Part A	Director of Title I and Instruction, Building Administrators and Classroom Teachers

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Activity - Support Class-Size Reduction Program (R.1.3.2)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To assist in closing the achievement gap, select students will be placed into a reduced third grade classroom. The classroom teacher, paraprofessional staff, and special education teacher will work together to provide targeted instruction and intervention Schools: All Schools	Class Size Reduction			08/27/2014	06/12/2015	\$0	Title II Part A	Director of Title i and Instruction and Building Administrator

Strategy 2:

Comprehension Strategies - Teachers will use graphic organizers and content literacy strategies to develop comprehension skills. Teachers will utilize visual representations / models of graphic organizers as a way to differentiate instruction.

Research Cited: Strategies That Work: Teaching Comprehension to Enhance: S. Harvey and A. Goudvis (2007)

Tier:

Activity - Support Content Literacy Strategies (R.1.4.1)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use content literacy strategies as a way to assist students develop an understanding of narrative and informational text. Schools: All Schools	Professional Learning			08/27/2014	06/12/2015	\$0	Title II Part A	Director of Instruction, Building Principals and classroom Teachers

Activity - Support Teacher Training on Comprehension Strategies (R.1.4.2)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through local teacher collaboration and training with the RESA staff, teachers will share and develop strategies on utilizing comprehensive instructional strategies and techniques. Schools: All Schools	Professional Learning			08/27/2014	06/12/2015	\$0	Title II Part A	Director of Instruction, Building Administrators and Classroom Teachers

Strategy 3:

Reading Across Content Areas - All content area teachers will be trained in and use, research-based best practices to increase student skills in expository reading thereby increasing comprehension.

Research Cited: Results Now, How Can We Can Achieve Unprecedented in Teaching and Learning. Zemelman, Daniels and Heide (Best Practice Third Edition, Third Edition, 2005)

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Tier:

Activity - Support Reading Assessments (R.1.5.1)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize a variety of reading assessments to better identify students who have deficiencies in reading. Schools: All Schools	Professional Learning			08/27/2014	06/12/2015	\$0	General Fund	Director of Instruction, Building Administrators and Classroom Teachers

Activity - Support Content Reading Strategies (R.1.5.2)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers and paraprofessionals will be trained in content-relevant strategies to improve students reading, literacy and comprehension. Schools: All Schools	Professional Learning			08/27/2014	06/12/2015	\$0	Title II Part A	Director of Instruction and Building Administrators

Activity - Support Reading Assessment Professional Development (R.1.5.3)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and paraprofessionals will be trained in a variety of reading assessments (some-tech-based) that will quickly identify students who are in need of interventions in reading. These assessments will also diagnose reading deficiencies and monitor student progress in reading. Schools: All Schools	Professional Learning			08/27/2014	06/12/2015	\$0	Title II Part A	Director of Instruction and Building Administrators

Strategy 4:

Title I Support - Title I and Section 31a paraprofessionals will assist teachers in providing more intense and individualized reading interventions for students who are not proficient as demonstrated by reading assessments, classroom performance, and parent / teacher referral.

Research Cited: US Department of Education NCEE 2009-4045 Report, from What Works Clearinghouse

Tier:

Activity - Support Paraprofessional Assistance (R.1.6.2)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Paraprofessional staff will provide educational assistance to struggling students and could include technology supported instruction. Schools: All Schools	Direct Instruction			08/27/2014	06/12/2015	\$0	Section 31a, Title I Part A	Director of Title I , Building Administrators and Classroom Teachers
Activity - Support Read and Achieve (R.1.6.4)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are able to participate in a an after school reading program that encourages students to read and earn rewards for completing novels. Schools: All Schools	Extra Curricular			08/27/2014	06/12/2015	\$0	Title I Part A, Section 31a	Director of Title I, Building Administrators and Paraprofessionals
Activity - Support Read and Achieve Paraprofessional Support (R.1.6.3)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals will oversee the Read and Achieve programs that encourage students to read and earn rewards for their efforts. Schools: All Schools	Extra Curricular			08/27/2014	06/12/2015	\$0	Section 31a, Title I Part A	Director of Title I and Building Administrators
Activity - Support Parent Involvement (R.1.6.1)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are involved in the Read and Achieve program to read with their child and encourage them to read for better understanding and pleasure. Schools: All Schools	Parent Involvement			08/27/2014	06/12/2015	\$0	Section 31a, Title I Part A	Director of Title I, Building Administrator and Paraprofessionals

Strategy 5:

Supplemental Instruction - Trained teachers and paraprofessionals will provide supplemental instruction and summer school and tutoring opportunities to non-proficient students in order to accelerate their reading proficiency and improve their comprehension of academic content materials.

Research Cited: Structuring Out of School Time to Improve Student Achievement: A Practice Guide. Beckett, Borman, Capizzano, Parsley, Ross, Schirm and Taylor (Institute of Educational Services, July 2009)

Tier:

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Activity - Support for Staffing of Summer School and Tutoring Programs (R.1.1.1)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified teachers and paraprofessionals will be hired and scheduled to provide summer school tutoring for students. Schools: All Schools	Direct Instruction			08/27/2014	06/12/2015	\$0	Title I Part A	Director of Title I and Building Administrators

Activity - Support Materials to Support Supplemental Instruction (R.1.1.2)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff providing tutoring or extended year tutoring will have access to consumable materials and access to technology based programs in order to carry out the tutoring of non-proficient students attending these programs. Schools: All Schools	Direct Instruction			08/27/2014	06/12/2015	\$0	Title I Part A	Director of Title I and Building Administrators

Strategy 6:

Technology Based Reading Programs - Teachers will implement technology supported reading and literacy programs (such as Study Island, STAR Reading and Accelerated Reader) in order to differentiate reading instruction and provide support as indicated by reading assessments.

Research Cited: The Impact of Technology on Learning: Making Sense of Research. A. Kimbel (McRel, 1999)

Tier:

Activity - Support Reading Technology Professional Development (R.1.2.1)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and paraprofessionals will be trained in the use of technology based reading intervention programs in order to effectively implement those programs for improvement of student literacy. Schools: All Schools	Professional Learning			08/27/2014	06/12/2015	\$0	Title II Part A	Director of Instruction and Building Administrators

Activity - Support Reading with Technology (R.1.2.2)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and paraprofessionals will utilize a variety of technology based, grade appropriate reading intervention programs to better meet the individual needs of the students and address the remedial needs of the non-proficient students. The interventions will be employed during the school day, after school and during summer school. Schools: All Schools	Technology			08/27/2014	06/12/2015	\$0	Title I Part A	Director of Title I and Building Administrators

Goal 3: All students in the Yale Public School District will be proficient in the area of writing

Measurable Objective 1:

63% of All Students will demonstrate a proficiency in all areas in English Language Arts by 06/01/2015 as measured by district identified writing assessments, nationally normed assessments and the 2014-2015 state assessment.

Strategy 1:

Differentiated Instruction and intervention - Teachers will meet the individual needs of the students by providing remediation, extra practice, enrichment activities and extra time. A variety of staff will be able to offer support in a number of ways.

Research Cited: The Differentiated Classroom: Responding to the Needs of All Children: Carol Ann Tomlinson (1999)

Tier:

Activity - Supporting Differentiated Instruction and Intervention (W.1.1.2)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet students needs by providing remediation, extra practice, enrichment activities and extra time with materials specific to the students' academic level and interest. Schools: All Schools	Direct Instruction			08/27/2014	06/12/2015	\$0	General Fund	Director of Instruction, Building Administrators and Classroom Teachers

Activity - Support Title I Intervention (W.1.1.3)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I staff will work directly with individual students or small groups of students focusing instruction on deficit areas. Schools: All Schools	Academic Support Program			08/27/2014	06/12/2015	\$0	Title I Part A	Director of Title I and Instruction and Building Administrators

Activity - Support Differentiated Instruction - Teacher Training (W.1.1.1)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Through local teacher collaboration and training with the local RESA staff, teachers will share and develop strategies on utilizing differentiated instructional strategies. Schools: All Schools	Professional Learning			08/27/2014	06/12/2015	\$0	Title II Part A	Director of Instruction and Building Administrators
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Strategy 2:

Implementation of Writewell and Writers Workshop - Teachers will be trained and updated on the use of the Writewell curriculum as the foundation for teaching our writing curriculum. Lessons will be structured in the Writers Workshop model with mini-lessons in order to improve student learning.

Research Cited: Units of Study for Primary Writing A Yearlong Curriculum. Lucy Caulkins (Teachers College Reading and Writing Project, Columbia University, 2003)

Tier:

Activity - Support Writewell and Writers Workshop (W.1.3.1)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be given time, training and resources necessary in order to successfully implement the Writewell curriculum. Schools: All Schools	Professional Learning			08/27/2014	06/12/2015	\$0	Title II Part A	Director of Instruction and Building Administrators

Strategy 3:

Utilization of Technology with Writing - Teachers will provide all students with experiences with technology for composing and publishing pieces of writing. Teachers will implement a variety of activities and lessons that allow for the creation of storytelling through digital means.

Research Cited: Teaching Technology to Elementary School Students. L. Bartholome and I. Long (National Association of Laboratory Schools Journals, Winter 1986)

Tier:

Activity - Support Digital Storytelling (W.1.2.2)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with instruction to compose writing pieces using various applications on equipment such as Ipads, tablets and computers. Schools: All Schools	Direct Instruction			08/27/2014	06/12/2015	\$0	Title II Part A	Director of Instruction and Building Administrators

Activity - Support Keyboarding (W.1.2.1)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will provide time and activities to expose students to keyboard usage. This could be done during Writers Workshop, or as practice in the computer lab for a few minutes per week. Schools: All Schools	Academic Support Program			08/27/2014	06/12/2015	\$0	General Fund	Director of Instruction, Building Administrators and Classroom Teachers
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Goal 4: All students in the Yale Public School District will be proficient in the area of science

Measurable Objective 1:

33% of All Students will demonstrate a proficiency in all areas in Science by 06/01/2015 as measured by district identified science assessments, nationally normed assessments and the 2014-2015 state assessment.

Strategy 1:

Scientific Vocabulary - Teachers will explicitly teach scientific vocabulary, design lessons that incorporate journaling and scientific writing, and incorporate key scientific words on a word wall.

Research Cited: The Effects of Vocabulary Instruction: A Model-based Meta-analysis. S.A. Stahl and M.M. Fairbanks (Review of Educational Research, 1986)

Tier:

Activity - Support Science Vocabulary (SCI.1.3.1)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use websites and teaching strategies to build and review scientific vocabulary comprehension. Schools: All Schools	Direct Instruction			08/27/2014	06/12/2015	\$0	No Funding Required	Director of Instruction, Building Administrators and Classroom Teachers

Strategy 2:

Technology with Science Instruction - Teachers will use media / technology to enhance the understanding of scientific concepts.

Research Cited: Twenty-first Century Literacy and Technology in k-8 classrooms. J. Brown, J. Bryan and T. Brown (Innovate, 2005)

Tier:

Activity - Support Technology Use in Science Instruction (SCI.1.2.1)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will integrate appropriate web-based applications into science instruction to increase hands on learning and student depth of knowledge. Schools: All Schools	Professional Learning			08/27/2014	06/12/2015	\$0	No Funding Required	Director of Instruction, Building Administrators and Classroom Teachers
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Activity - Support Science Training with Technology (SCI.1.2.2)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through local teacher collaboration and training with the local RESA staff, teachers will share and develop strategies on utilizing technological instructional techniques. Schools: All Schools	Professional Learning			08/27/2014	06/12/2015	\$0	Title II Part A	Director of Instruction, Building Administrators and Classroom Teachers

Strategy 3:

Differentiated Instruction - Teachers will provide differentiated instruction in order to best meet the needs of all learners. This may include remediation strategies, extra practice, supplemental materials, enrichment activities, extended time, or additional instructional time outside the normal school schedule.

Research Cited: The Differentiated Classroom: Responding to the Needs of All Learners: Carol Tomlinson, (1999)

Tier:

Activity - Support Differentiated Instruction (SCI.1.1.1)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained to better meet the individual academic needs of each student. Instructional strategies include those fostered by Robert Marzano and other researched best practices. Schools: All Schools	Direct Instruction			08/27/2014	06/12/2015	\$0	Title II Part A	Director of Instruction, Building Administrator and classroom Teacher

Goal 5: All students in the Yale Public School District will be proficient in the area of social studies

Measurable Objective 1:

51% of All Students will demonstrate a proficiency in all areas in Social Studies by 06/01/2015 as measured by district identified social studies assessments, nationally normed assessments and the 2014-2015 state assessment.

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Strategy 1:

Social Studies Vocabulary - Teachers will explicitly teach social studies vocabulary. design lessons that incorporate journaling and social studies writing, and incorporate key social studies words on word walls.

Research Cited: The Effects of Vocabulary Instruction: A Mode-based Meta-analysis. S. Stahl and M. Fairbanks (Review of Educational Research, 1986)

Tier:

Activity - Support Social Studies Vocabulary (SS.1.3.1)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use educational websites (such as MC3), periodicals and teaching strategies to build and review social studies vocabulary comprehension. Schools: All Schools	Direct Instruction			08/27/2014	06/12/2015	\$0	General Fund	Director of Instruction, Building Administrators and Classroom Teachers

Strategy 2:

Informational Reading - All teachers will use a variety of informational texts, including websites and other technological media sources, to support social studies instruction.

Research Cited: Connecting Children to the Bigger World: Reading Newspapers in School. S. Oldendorf and A. Calloway (Social Studies and the Young Learner, 21(2), 17-19)

Tier:

Activity - Support Informational Text (SS.1.1.1)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide leveled reading pieces, weekly periodicals and web-based reading activities to support reading informational text Schools: All Schools	Direct Instruction			08/27/2014	06/12/2015	\$0	General Fund	Director of Instruction, Building Administrators and Classroom Teachers

Strategy 3:

Differentiated Instruction - Teachers will provide differentiated instruction in order to best meet the needs of all learners. This may include remediation strategies, extra practice, supplemental materials, enrichment activities, extended time and additional instructional time outside the normal school schedule.

Research Cited: The Differentiated Classroom: Responding to the Needs of All Learners: Carol Tomlinson, (1999)

Tier:

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Activity - Support Differentiated Instruction (SS.1.2.1)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained to better meet the individual academic needs of each student. Instructional strategies include those fostered by Robert Marzano and other researched best practices. Schools: All Schools	Direct Instruction			08/27/2014	06/12/2015	\$0	Title II Part A	Director of Instruction, Building Administrators and Classroom Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Support Technology Use in Science Instruction (SCI.1.2.1)	Teachers will integrate appropriate web-based applications into science instruction to increase hands on learning and student depth of knowledge.	Professional Learning			08/27/2014	06/12/2015	\$0	Director of Instruction, Building Administrators and Classroom Teachers
Support Science Vocabulary (SCI.1.3.1)	Teachers will use websites and teaching strategies to build and review scientific vocabulary comprehension.	Direct Instruction			08/27/2014	06/12/2015	\$0	Director of Instruction, Building Administrators and Classroom Teachers

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Support Differentiated Instruction - Technology (R.1.3.3)	Teachers will be supported by leveled books and a web-based program to assist them with addressing the wide variety on academic needs. Students will participate in an online learning exercise to support skills taught in the classroom and practice non-mastered skills.	Technology			08/27/2014	06/12/2015	\$0	Director of Title I and Instruction, Building Administrators and Classroom Teachers
Support Title I Intervention (W.1.1.3)	Title I staff will work directly with individual students or small groups of students focusing instruction on deficit areas.	Academic Support Program			08/27/2014	06/12/2015	\$0	Director of Title I and Instruction and Building Administrators

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Support Materials to Support Supplemental Instruction (R.1.1.2)	Staff providing tutoring or extended year tutoring will have access to consumable materials and access to technology based programs in order to carry out the tutoring of non-proficient students attending these programs.	Direct Instruction			08/27/2014	06/12/2015	\$0	Director of Title I and Building Administrators
Support Parent Involvement (R.1.6.1)	Parents are involved in the Read and Achieve program to read with their child and encourage them to read for better understanding and pleasure.	Parent Involvement			08/27/2014	06/12/2015	\$0	Director of Title I, Building Administrator and Paraprofessionals
Support Paraprofessional Assistance (M.1.1.1)	Paraprofessional staff will provide educational assistance to struggling students and could include technology supported instruction.	Professional Learning			08/27/2014	06/12/2015	\$0	Director of Title I and Building Administrators
Support for Staffing of Summer School and Tutoring Programs (R.1.1.1)	Highly qualified teachers and paraprofessionals will be hired and scheduled to provide summer school tutoring for students.	Direct Instruction			08/27/2014	06/12/2015	\$0	Director of Title I and Building Administrators
Support Read and Achieve (R.1.6.4)	Students are able to participate in a an after school reading program that encourages students to read and earn rewards for completing novels.	Extra Curricular			08/27/2014	06/12/2015	\$0	Director of Title I, Building Administrators and Paraprofessionals
Support Read and Achieve Paraprofessional Support (R.1.6.3)	Paraprofessionals will oversee the Read and Achieve programs that encourage students to read and earn rewards for their efforts.	Extra Curricular			08/27/2014	06/12/2015	\$0	Director of Title I and Building Administrators
Support Reading with Technology (R.1.2.2)	Teachers and paraprofessionals will utilize a variety of technology based, grade appropriate reading intervention programs to better meet the individual needs of the students and address the remedial needs of the non-proficient students. The interventions will be employed during the school day, after school and during summer school.	Technology			08/27/2014	06/12/2015	\$0	Director of Title I and Building Administrators
Support Materials to Support Supplemental Instruction (M.1.5.1)	Staff providing tutoring or extended year tutoring will have access to consumable materials and access to technology based programs in order to carry out the tutoring of non-proficient students attending these programs.	Other			08/27/2014	06/12/2015	\$0	Director of Title I and Building Administrators

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Support Staffing of Summer School and Tutoring Programs (M.1.5.2)	Highly qualified teachers and paraprofessionals will be hired and scheduled to provide summer school tutoring for students.	Extra Curricular			08/27/2014	06/12/2015	\$0	Director of Title I and Building Administrators
Support Paraprofessional Assistance (R.1.6.2)	Paraprofessional staff will provide educational assistance to struggling students and could include technology supported instruction.	Direct Instruction			08/27/2014	06/12/2015	\$0	Director of Title I, Building Administrators and Classroom Teachers
Support Math with Technology (M.1.3.1)	Teachers and paraprofessionals will utilize a variety of technology based, grade appropriate math intervention programs to better meet the individual needs of the students and address the remedial needs of the non-proficient students. The interventions will be employed during the school day, after school and during summer school.	Technology			08/27/2014	06/12/2015	\$0	Director of Title I and Instruction, Building Administration, Math Department Heads and Classroom Teachers

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Support Informational Text (SS.1.1.1)	Teachers will provide leveled reading pieces, weekly periodicals and web-based reading activities to support reading informational text	Direct Instruction			08/27/2014	06/12/2015	\$0	Director of Instruction, Building Administrators and Classroom Teachers
Support Reading Assessments (R.1.5.1)	Staff will utilize a variety of reading assessments to better identify students who have deficiencies in reading.	Professional Learning			08/27/2014	06/12/2015	\$0	Director of Instruction, Building Administrators and Classroom Teachers
Support Social Studies Vocabulary (SS.1.3.1)	Teachers will use educational websites (such as MC3), periodicals and teaching strategies to build and review social studies vocabulary comprehension.	Direct Instruction			08/27/2014	06/12/2015	\$0	Director of Instruction, Building Administrators and Classroom Teachers

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Support Keyboarding (W.1.2.1)	Teachers will provide time and activities to expose students to keyboard usage. This could be done during Writers Workshop, or as practice in the computer lab for a few minutes per week.	Academic Support Program			08/27/2014	06/12/2015	\$0	Director of Instruction, Building Administrators and Classroom Teachers
Supporting Differentiated Instruction and Intervention (W.1.1.2)	Teachers will meet students needs by providing remediation, extra practice, enrichment activities and extra time with materials specific to the students' academic level and interest.	Direct Instruction			08/27/2014	06/12/2015	\$0	Director of Instruction, Building Administrators and Classroom Teachers

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Support Parent Involvement (R.1.6.1)	Parents are involved in the Read and Achieve program to read with their child and encourage them to read for better understanding and pleasure.	Parent Involvement			08/27/2014	06/12/2015	\$0	Director of Title I, Building Administrator and Paraprofessionals
Support Paraprofessional Assistance (R.1.6.2)	Paraprofessional staff will provide educational assistance to struggling students and could include technology supported instruction.	Direct Instruction			08/27/2014	06/12/2015	\$0	Director of Title I, Building Administrators and Classroom Teachers
Support Read and Achieve (R.1.6.4)	Students are able to participate in a an after school reading program that encourages students to read and earn rewards for completing novels.	Extra Curricular			08/27/2014	06/12/2015	\$0	Director of Title I, Building Administrators and Paraprofessionals
Support Read and Achieve Paraprofessional Support (R.1.6.3)	Paraprofessionals will oversee the Read and Achieve programs that encourage students to read and earn rewards for their efforts.	Extra Curricular			08/27/2014	06/12/2015	\$0	Director of Title I and Building Administrators

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Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Support Teacher Training on Comprehension Strategies (R.1.4.2)	Through local teacher collaboration and training with the RESA staff, teachers will share and develop strategies on utilizing comprehensive instructional strategies and techniques.	Professional Learning			08/27/2014	06/12/2015	\$0	Director of Instruction, Building Administrators and Classroom Teachers
Support Mathematical Practices (M.1.4.1)	Teachers will participate in professional development for Common Core Math Practices through various forms, such as RESA consultants, peer coaching, departmental inservice and other district supported training.	Professional Learning			08/27/2014	06/12/2015	\$0	Director of Instruction, Building Administration and Math Department Heads
Support Digital Storytelling (W.1.2.2)	Teachers will provide students with instruction to compose writing pieces using various applications on equipment such as Ipads, tablets and computers.	Direct Instruction			08/27/2014	06/12/2015	\$0	Director of Instruction and Building Administrators
Support Class-Size Reduction Program (M.1.4.2)	To assist in closing the achievement gap, select students will be placed into a reduced third grade classroom. The classroom teacher, paraprofessional staff, and special education teacher will work together to provide targeted instruction and intervention	Class Size Reduction			08/27/2014	06/12/2015	\$0	Director of Title Services and Instruction and Building Administrator
Support Math Vocabulary (M.1.2.1)	Teachers will provide students with the opportunity to learn and use the math vocabulary in engaging ways through activities and lessons. Teachers will also display grade level appropriate vocabulary on a math word wall (elementary).	Professional Learning			08/27/2014	06/12/2015	\$0	Director of Instruction, Building Administration, Math Department Heads and Classroom Teachers

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Support Differentiated Instruction (SS.1.2.1)	Teachers will be trained to better meet the individual academic needs of each student. Instructional strategies include those fostered by Robert Marzano and other researched best practices.	Direct Instruction			08/27/2014	06/12/2015	\$0	Director of Instruction, Building Administrators and Classroom Teachers
Support Content Literacy Strategies (R.1.4.1)	Teachers will use content literacy strategies as a way to assist students develop an understanding of narrative and informational text.	Professional Learning			08/27/2014	06/12/2015	\$0	Director of Instruction, Building Principals and classroom Teachers
Support Content Reading Strategies (R.1.5.2)	All teachers and paraprofessionals will be trained in content-relevant strategies to improve students reading, literacy and comprehension.	Professional Learning			08/27/2014	06/12/2015	\$0	Director of Instruction and Building Administrators
Support Differentiated Instruction (R.1.3.1)	Teachers will be trained to better meet the individual academic needs of each student. Instructional strategies include those fostered by Robert Marzano and other researched best practices.	Professional Learning			08/27/2014	06/12/2015	\$0	Director of Instruction and Building Administrators
Support Reading Assessment Professional Development (R.1.5.3)	Teachers and paraprofessionals will be trained in a variety of reading assessments (some-tech-based) that will quickly identify students who are in need of interventions in reading. These assessments will also diagnose reading deficiencies and monitor student progress in reading.	Professional Learning			08/27/2014	06/12/2015	\$0	Director of Instruction and Building Administrators
Support Science Training with Technology (SCI.1.2.2)	Through local teacher collaboration and training with the local RESA staff, teachers will share and develop strategies on utilizing technological instructional techniques.	Professional Learning			08/27/2014	06/12/2015	\$0	Director of Instruction, Building Administrators and Classroom Teachers
Support Writewell and Writers Workshop (W.1.3.1)	Teachers will be given time, training and resources necessary in order to successfully implement the Writewell curriculum.	Professional Learning			08/27/2014	06/12/2015	\$0	Director of Instruction and Building Administrators

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Support Reading Technology Professional Development (R.1.2.1)	Teachers and paraprofessionals will be trained in the use of technology based reading intervention programs in order to effectively implement those programs for improvement of student literacy.	Professional Learning			08/27/2014	06/12/2015	\$0	Director of Instruction and Building Administrators
Support Differentiated Instruction - Teacher Training (W.1.1.1)	Through local teacher collaboration and training with the local RESA staff, teachers will share and develop strategies on utilizing differentiated instructional strategies.	Professional Learning			08/27/2014	06/12/2015	\$0	Director of Instruction and Building Administrators
Support Class-Size Reduction Program (R.1.3.2)	To assist in closing the achievement gap, select students will be placed into a reduced third grade classroom. The classroom teacher, paraprofessional staff, and special education teacher will work together to provide targeted instruction and intervention	Class Size Reduction			08/27/2014	06/12/2015	\$0	Director of Title i and Instruction and Building Administrator
Support Differentiated Instruction (SCI.1.1.1)	Teachers will be trained to better meet the individual academic needs of each student. Instructional strategies include those fostered by Robert Marzano and other researched best practices.	Direct Instruction			08/27/2014	06/12/2015	\$0	Director of Instruction, Building Administrator and classroom Teacher
Support Math Technology Professional Development (M.1.3.2)	Teachers and paraprofessionals will be trained in the use of technology based math intervention programs in order to effectively implement those programs for improvement of student math comprehension.	Professional Learning			08/27/2014	06/12/2015	\$0	Director of Instruction and Building Administrators

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Support Mathematical Practices (M.1.4.1)	Teachers will participate in professional development for Common Core Math Practices through various forms, such as RESA consultants, peer coaching, departmental inservice and other district supported training.	Professional Learning			08/27/2014	06/12/2015	\$0	Director of Instruction, Building Administration and Math Department Heads
Support Math Vocabulary (M.1.2.1)	Teachers will provide students with the opportunity to learn and use the math vocabulary in engaging ways through activities and lessons. Teachers will also display grade level appropriate vocabulary on a math word wall (elementary).	Professional Learning			08/27/2014	06/12/2015	\$0	Director of Instruction, Building Administration, Math Department Heads and Classroom Teachers
Support Math with Technology (M.1.3.1)	Teachers and paraprofessionals will utilize a variety of technology based, grade appropriate math intervention programs to better meet the individual needs of the students and address the remedial needs of the non-proficient students. The interventions will be employed during the school day, after school and during summer school.	Technology			08/27/2014	06/12/2015	\$0	Director of Title I and Instruction, Building Administration, Math Department Heads and Classroom Teachers
Support Differentiated Instruction (R.1.3.1)	Teachers will be trained to better meet the individual academic needs of each student. Instructional strategies include those fostered by Robert Marzano and other researched best practices.	Professional Learning			08/27/2014	06/12/2015	\$0	Director of Instruction and Building Administrators

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Support Differentiated Instruction - Technology (R.1.3.3)	Teachers will be supported by leveled books and a web-based program to assist them with addressing the wide variety on academic needs. Students will participate in an online learning exercise to support skills taught in the classroom and practice non-mastered skills.	Technology			08/27/2014	06/12/2015	\$0	Director of Title I and Instruction, Building Administrators and Classroom Teachers
Support Content Literacy Strategies (R.1.4.1)	Teachers will use content literacy strategies as a way to assist students develop an understanding of narrative and informational text.	Professional Learning			08/27/2014	06/12/2015	\$0	Director of Instruction, Building Principals and classroom Teachers
Support Teacher Training on Comprehension Strategies (R.1.4.2)	Through local teacher collaboration and training with the RESA staff, teachers will share and develop strategies on utilizing comprehensive instructional strategies and techniques.	Professional Learning			08/27/2014	06/12/2015	\$0	Director of Instruction, Building Administrators and Classroom Teachers
Support Science Vocabulary (SCI.1.3.1)	Teachers will use websites and teaching strategies to build and review scientific vocabulary comprehension.	Direct Instruction			08/27/2014	06/12/2015	\$0	Director of Instruction, Building Administrators and Classroom Teachers
Support Technology Use in Science Instruction (SCI.1.2.1)	Teachers will integrate appropriate web-based applications into science instruction to increase hands on learning and student depth of knowledge.	Professional Learning			08/27/2014	06/12/2015	\$0	Director of Instruction, Building Administrators and Classroom Teachers
Support Science Training with Technology (SCI.1.2.2)	Through local teacher collaboration and training with the local RESA staff, teachers will share and develop strategies on utilizing technological instructional techniques.	Professional Learning			08/27/2014	06/12/2015	\$0	Director of Instruction, Building Administrators and Classroom Teachers
Supporting Differentiated Instruction and Intervention (W.1.1.2)	Teachers will meet students needs by providing remediation, extra practice, enrichment activities and extra time with materials specific to the students' academic level and interest.	Direct Instruction			08/27/2014	06/12/2015	\$0	Director of Instruction, Building Administrators and Classroom Teachers

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Support Title I Intervention (W.1.1.3)	Title I staff will work directly with individual students or small groups of students focusing instruction on deficit areas.	Academic Support Program			08/27/2014	06/12/2015	\$0	Director of Title I and Instruction and Building Administrators
Support Writewell and Writers Workshop (W.1.3.1)	Teachers will be given time, training and resources necessary in order to successfully implement the Writewell curriculum.	Professional Learning			08/27/2014	06/12/2015	\$0	Director of Instruction and Building Administrators
Support Digital Storytelling (W.1.2.2)	Teachers will provide students with instruction to compose writing pieces using various applications on equipment such as Ipads, tablets and computers.	Direct Instruction			08/27/2014	06/12/2015	\$0	Director of Instruction and Building Administrators
Support Keyboarding (W.1.2.1)	Teachers will provide time and activities to expose students to keyboard usage. This could be done during Writers Workshop, or as practice in the computer lab for a few minutes per week.	Academic Support Program			08/27/2014	06/12/2015	\$0	Director of Instruction, Building Administrators and Classroom Teachers
Support Differentiated Instruction - Teacher Training (W.1.1.1)	Through local teacher collaboration and training with the local RESA staff, teachers will share and develop strategies on utilizing differentiated instructional strategies.	Professional Learning			08/27/2014	06/12/2015	\$0	Director of Instruction and Building Administrators
Support Social Studies Vocabulary (SS.1.3.1)	Teachers will use educational websites (such as MC3), periodicals and teaching strategies to build and review social studies vocabulary comprehension.	Direct Instruction			08/27/2014	06/12/2015	\$0	Director of Instruction, Building Administrators and Classroom Teachers
Support Informational Text (SS.1.1.1)	Teachers will provide leveled reading pieces, weekly periodicals and web-based reading activities to support reading informational text	Direct Instruction			08/27/2014	06/12/2015	\$0	Director of Instruction, Building Administrators and Classroom Teachers

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Support Reading Assessments (R.1.5.1)	Staff will utilize a variety of reading assessments to better identify students who have deficiencies in reading.	Professional Learning			08/27/2014	06/12/2015	\$0	Director of Instruction, Building Administrators and Classroom Teachers
Support Content Reading Strategies (R.1.5.2)	All teachers and paraprofessionals will be trained in content-relevant strategies to improve students reading, literacy and comprehension.	Professional Learning			08/27/2014	06/12/2015	\$0	Director of Instruction and Building Administrators
Support Reading Assessment Professional Development (R.1.5.3)	Teachers and paraprofessionals will be trained in a variety of reading assessments (some-tech-based) that will quickly identify students who are in need of interventions in reading. These assessments will also diagnose reading deficiencies and monitor student progress in reading.	Professional Learning			08/27/2014	06/12/2015	\$0	Director of Instruction and Building Administrators
Support Paraprofessional Assistance (R.1.6.2)	Paraprofessional staff will provide educational assistance to struggling students and could include technology supported instruction.	Direct Instruction			08/27/2014	06/12/2015	\$0	Director of Title I, Building Administrators and Classroom Teachers
Support Read and Achieve (R.1.6.4)	Students are able to participate in a an after school reading program that encourages students to read and earn rewards for completing novels.	Extra Curricular			08/27/2014	06/12/2015	\$0	Director of Title I, Building Administrators and Paraprofessionals
Support Read and Achieve Paraprofessional Support (R.1.6.3)	Paraprofessionals will oversee the Read and Achieve programs that encourage students to read and earn rewards for their efforts.	Extra Curricular			08/27/2014	06/12/2015	\$0	Director of Title I and Building Administrators
Support Parent Involvement (R.1.6.1)	Parents are involved in the Read and Achieve program to read with their child and encourage them to read for better understanding and pleasure.	Parent Involvement			08/27/2014	06/12/2015	\$0	Director of Title I, Building Administrator and Paraprofessionals

District Improvement Plan

Yale Public Schools

Support for Staffing of Summer School and Tutoring Programs (R.1.1.1)	Highly qualified teachers and paraprofessionals will be hired and scheduled to provide summer school tutoring for students.	Direct Instruction			08/27/2014	06/12/2015	\$0	Director of Title I and Building Administrators
Support Materials to Support Supplemental Instruction (R.1.1.2)	Staff providing tutoring or extended year tutoring will have access to consumable materials and access to technology based programs in order to carry out the tutoring of non-proficient students attending these programs.	Direct Instruction			08/27/2014	06/12/2015	\$0	Director of Title I and Building Administrators
Support Reading Technology Professional Development (R.1.2.1)	Teachers and paraprofessionals will be trained in the use of technology based reading intervention programs in order to effectively implement those programs for improvement of student literacy.	Professional Learning			08/27/2014	06/12/2015	\$0	Director of Instruction and Building Administrators
Support Reading with Technology (R.1.2.2)	Teachers and paraprofessionals will utilize a variety of technology based, grade appropriate reading intervention programs to better meet the individual needs of the students and address the remedial needs of the non-proficient students. The interventions will be employed during the school day, after school and during summer school.	Technology			08/27/2014	06/12/2015	\$0	Director of Title I and Building Administrators
Support Paraprofessional Assistance (M.1.1.1)	Paraprofessional staff will provide educational assistance to struggling students and could include technology supported instruction.	Professional Learning			08/27/2014	06/12/2015	\$0	Director of Title I and Building Administrators
Support Math Technology Professional Development (M.1.3.2)	Teachers and paraprofessionals will be trained in the use of technology based math intervention programs in order to effectively implement those programs for improvement of student math comprehension.	Professional Learning			08/27/2014	06/12/2015	\$0	Director of Instruction and Building Administrators
Support Staffing of Summer School and Tutoring Programs (M.1.5.2)	Highly qualified teachers and paraprofessionals will be hired and scheduled to provide summer school tutoring for students.	Extra Curricular			08/27/2014	06/12/2015	\$0	Director of Title I and Building Administrators
Support Materials to Support Supplemental Instruction (M.1.5.1)	Staff providing tutoring or extended year tutoring will have access to consumable materials and access to technology based programs in order to carry out the tutoring of non-proficient students attending these programs.	Other			08/27/2014	06/12/2015	\$0	Director of Title I and Building Administrators

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Yale Public Schools

Support Class-Size Reduction Program (M.1.4.2)	To assist in closing the achievement gap, select students will be placed into a reduced third grade classroom. The classroom teacher, paraprofessional staff, and special education teacher will work together to provide targeted instruction and intervention	Class Size Reduction			08/27/2014	06/12/2015	\$0	Director of title Services and Instruction and Building Administrator
Support Class-Size Reduction Program (R.1.3.2)	To assist in closing the achievement gap, select students will be placed into a reduced third grade classroom. The classroom teacher, paraprofessional staff, and special education teacher will work together to provide targeted instruction and intervention	Class Size Reduction			08/27/2014	06/12/2015	\$0	Director of Title i and Instruction and Building Administrator
Support Differentiated Instruction (SCI.1.1.1)	Teachers will be trained to better meet the individual academic needs of each student. Instructional strategies include those fostered by Robert Marzano and other researched best practices.	Direct Instruction			08/27/2014	06/12/2015	\$0	Director of Instruction, Building Administrator and classroom Teacher
Support Differentiated Instruction (SS.1.2.1)	Teachers will be trained to better meet the individual academic needs of each student. Instructional strategies include those fostered by Robert Marzano and other researched best practices.	Direct Instruction			08/27/2014	06/12/2015	\$0	Director of Instruction, Building Administrators and Classroom Teachers