

School Improvement Plan

School Year: 2011 - 2012

School District: Yale Public Schools

ISD/RESA: St. Clair County RESA

School Name: John F. Farrell-Emmett Elementary School

Grades Served: PK,K,1,2,3,4,5

Principal: Mr. Robert W. Watson

Building Code: 02894

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable. The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

School Information

School:	John F. Farrell-Emmett Elementary School
District:	Yale Public Schools
Public/Non-Public:	Public
Grades:	PK,K,1,2,3,4,5
School Code Number:	02894
City:	Emmett
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

The vision of John F. Farrell-Emmett Elementary School is to maintain high academic standards, thus equipping students with the necessary tools to become life-long learners, responsible citizens, and productive community members.

Mission Statement

The entire staff of John F. Farrell-Emmett Elementary School believes that all students, as individuals, are capable of learning and achieving at their maximum level of academic performance. Our mission is to produce informed, self-sufficient, responsible citizens, who are capable of working together to find solutions. We shall foster socially acceptable attitudes and behaviors in all students within our school. We believe that learning is a lifelong experience and is a shared responsibility of the total community.

Beliefs Statement

1. A good school teaches children and young adults to become productive members of society.
2. A good school provides for a safe and caring environment that allows for a maximum teaching and learning experience.
3. A good education fosters the desire and ability to question and interpret the world. We value the lifelong critical spirit and skills that a good education fosters.
4. Every child can and will succeed.
5. All children deserve the opportunity to think, dream, believe, and achieve.
6. The school, home, and community must share responsibility for the needs and development of children while fostering an appreciation for individual differences and cultures.

Goals

Name	Development Status	Progress Status
Math	Complete	Open
Reading	Complete	Open
Science	Complete	Open
Social Studies	Complete	Open
Writing	Complete	Open

Goal 1: Math

Content Area: Math

Development Status: Complete

Student Goal Statement: All students will maintain proficiency in mathematics.

Gap Statement: - The percentage of fifth grade students who met the proposed cut scores for the 2012 fall MEAP assessment for mathematics was 51%. 49% of the students do not meet the proposed cut scores.
 - The percentage of fourth grade students who met the proposed cut scores for the 2012 fall MEAP assessment for mathematics was 56%. 44% of the students do not meet the proposed cut scores.
 - The percentage of third grade students who met the proposed cut scores for the 2012 fall MEAP assessment for mathematics was 52%. 48% of the students do not meet the proposed cut scores.

Cause for Gap: - Instructional practices aren't fully differentiated to meet student needs at the exemplary level.
 - Best practices for delivering instruction and assessment aren't implemented at the exemplary level.
 - Designing engaging lessons hasn't reached the exemplary level.

Multiple measures/sources of data you used to identify this gap in student achievement: 2010 MEAP GLCE Item Analysis Data

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. The number of students who meet or exceed the district standards as measured by the common district assessment will increase by 1% point per year or higher. 2. All students will maintain or increase their cut score for their grade level in the core standards for mathematics, as measured by the Mathematics MEAP. 3. The percentage of students in grades 3-6 who score accurately in the areas of problem-solving, geometry, and fractions on the item analysis of the Mathematics MEAP will increase by 5% points annually.

Contact Name: Michelle Raymo

List of Objectives:

Name	Objective
Core Standards in Mathematics	Annually at least 95% of our students will show one year's growth (100 scaled score points) or higher in the core standards for mathematics, as measured by the Mathematics MEAP.
Math Skills Improvement	The percentage of students in grades 3-6 who score accurately in the areas of problem solving, geometry, and fractions on the item analysis of the Mathematics MEAP will increase by 5% points annually.

1.1. Objective: Core Standards in Mathematics

Measurable Objective Statement to Support Goal: Annually at least 95% of our students will show one year's growth (100 scaled score points) or higher in the core standards for mathematics, as measured by the Mathematics MEAP.

List of Strategies:

Name	Strategy
Math	All teachers of mathematics will develop and implement engaging lessons in order to increase student achievement.

1.1.1. Strategy: Math

Strategy Statement: All teachers of mathematics will develop and implement engaging lessons in order to increase student achievement.

Selected Target Areas

3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
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Other Required Information for Strategy

Putting Research into Practice edited by Donald L. Chambers, 2002 Elementary and Middle School Mathematics, Teaching Developmentally by Van De Walle, 2010

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Integration of Technology	2011-07-01	2012-06-30	Classroom teachers, Math Department Head
Math	2010-07-01	2012-06-30	K-5 Teachers, Building Administrator, Mathematics Dept. Head, and the RESA Consultant

1.1.1.1. Activity: Integration of Technology

Activity Description: Teachers will utilize a variety of tech equipment and software to enhance their math instruction.

Planned staff responsible for implementing activity: Classroom teachers, Math Department Head

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
RESA Consultants, Staff members	General Funds	0.00	

1.1.1.2. Activity: Math

Activity Type: Professional Development

Activity Description: Teachers will be trained in best practices in mathematics to be implemented in their daily lessons.

Planned staff responsible for implementing activity: K-5 Teachers, Building Administrator, Mathematics Dept. Head, and the RESA Consultant

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
RESA Consultants, subs and related fees	Title II Part A	0.00	0.00

1.2. Objective: Math Skills Improvement

Measurable Objective Statement to Support Goal: The percentage of students in grades 3-6 who score accurately in the areas of problem solving, geometry, and fractions on the item analysis of the Mathematics MEAP will increase by 5% points annually.

List of Strategies:

Name	Strategy
Math	All teachers will increase the use of manipulatives in order to help students develop number sense and visualize mathematical concepts.

1.2.1. Strategy: Math

Strategy Statement: All teachers will increase the use of manipulatives in order to help students develop number sense and visualize mathematical concepts.

Selected Target Areas

3.4 Supports instruction that is research-based and reflective of best practice

Other Required Information for Strategy

Sowell, E, Effects of Manipulative Materials in Mathematics Instruction, (1989), Governors State University

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Math	2010-07-01	2012-06-30	K-5 Teachers, Principal, Mathematics Dept. Head, and the RESA Consultant

1.2.1.1. Activity: Math

Activity Description: All teachers will be provided manipulatives in order to help students develop number sense and visualize mathematical concepts.

Planned staff responsible for implementing activity: K-5 Teachers,
Principal,
Mathematics Dept. Head,
and the RESA Consultant

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Various Manipulatives	General Funds	0.00	0.00

Goal 2: Reading

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will maintain or increase their proficiency in English Language Arts in the area of Reading.

Gap Statement: - The percentage of fifth grade students who met the proposed cut scores for the 2012 fall ELA MEAP assessment for reading was 76%. 24% of the students do not meet proposed cut scores.

- The percentage of fourth grade students who met the proposed cut scores for the 2012 fall ELA MEAP assessment for reading was 64%. 36% of the students do not meet proposed cut scores.

- The percentage of third grade students who met the proposed cut scores for the 2012 fall ELA MEAP assessment for reading was 62.5%. 37.5% of the students do not meet proposed cut scores.

Cause for Gap: - Instructional practices aren't fully differentiated to meet student needs at the exemplary level.
- Best practices for delivering instruction and assessment aren't implemented at the exemplary level.
- Designing engaging lessons hasn't reached the exemplary level.

Multiple measures/sources of data you used to identify this gap in student achievement: - 2010 MEAP ELA-Reading (Grades 3-6)

- DRA-Oral Reading and Comprehension Assessments (Grades K-5)
- CCC (Grades K-2)
- Study Island (Grades 3-5)

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. All students will maintain or increase their cut score for their grade level in the core standards for reading, as measured by the Reading MEAP.
2. Students will continue to improve their Developmental Reading Assessment (DRA) levels as determined for grade level by our district literacy plan or the student's Individualized Reading Growth Plan.
3. The percentage of students in grades 3-6 who score accurately in the area of informational text on the item analysis of the Reading MEAP will increase by 5% points annually.

Contact Name: Cindy Monarch

List of Objectives:

Name	Objective
Reading	1. All third, fourth, and fifth grade students will make one year's growth in reading based on MEAP assessments, DRA, and our district's literacy plan.

2.1. Objective: Reading

Measurable Objective Statement to Support Goal: 1. All third, fourth, and fifth grade students will make one year's growth in reading based on MEAP assessments, DRA, and our district's literacy plan.

List of Strategies:

Name	Strategy
Houghton Mifflin Language Arts Series	The Houghton Mifflin Language Arts Series will be used with students in grades K-5 as a core reading program.
Reading	Classroom Instruction that Works, Marzano, Pickering, Pollack 2001 will be utilized as a resource by all teachers in grades K-5. Strategies will include and not be limited to: identifying similarities and differences creating metaphors creating analogies classifying.

2.1.1. Strategy: Houghton Mifflin Language Arts Series

Strategy Statement: The Houghton Mifflin Language Arts Series will be used with students in grades K-5 as a core reading program.

Selected Target Areas

3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice

Other Required Information for Strategy

Archer, Anita L., Mary M. Gleason, Vicky L. Vachon. Decoding and Fluency: Foundation Skills for Struggling Older Readers. Learning Disability Quarterly, Vol. 26, 2003.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Houghton Mifflin Language Arts Series	2010-07-01	2012-06-30	K-5 Teachers and the Building Administrator
Integration of Technology	2011-07-01	2012-06-30	Classroom teachers, Reading Department Head

2.1.1.1. Activity: Houghton Mifflin Language Arts Series

Activity Description: The Houghton Mifflin Language Arts Series will be used with students in grades K-5 as a core reading program.

Planned staff responsible for implementing activity: K-5 Teachers and the Building Administrator

Actual staff responsible for implementing activity: K-5 General Education Classroom Teachers

Planned Timeline: Begin Date - 2010-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Houghton Mifflin Language Arts Series	General Funds	0.00	0.00

2.1.1.2. Activity: Integration of Technology

Activity Description: Teachers will utilize a variety of tech equipment and software to enhance their reading instruction.

Planned staff responsible for implementing activity: Classroom teachers, Reading Department Head

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
RESA Consultants, Staff members	General Funds	0.00	

2.1.2. Strategy: Reading

Strategy Statement: Classroom Instruction that Works, Marzano, Pickering, Pollack 2001 will be utilized as a resource by all teachers in grades K-5. Strategies will include and not be limited to:

- identifying similarities and differences
- creating metaphors
- creating analogies
- classifying.

Selected Target Areas

3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice

Other Required Information for Strategy

Classroom Instruction that Works, Marzano, Pickering, Pollack 2001

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Reading	2010-07-01	2012-06-30	K-5 Teachers, Building Administrators, and RESA Consultants

2.1.2.1. Activity: Reading

Activity Type: Professional Development

Activity Description: We will continue to seek out additional training which will include and not be

limited to:
 identifying similarities and differences
 creating metaphors
 creating analogies
 classifying

Planned staff responsible for implementing activity: K-5 Teachers,
 Building Administrators, and
 RESA Consultants

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
RESA Workshops	Title II Part A	0.00	0.00

Goal 3: Science

Content Area: Science

Development Status: Complete

Student Goal Statement: All students will continue to maintain their scientific skills school wide.

Gap Statement: Proficiency levels for fifth grade students who took the science MEAP are 56% at level 1 and 36% at level 2.

Cause for Gap: The MEAP Science Item Analysis indicates that students are performing below proficiency in the science processes strand of the MEAP Assessment.

Multiple measures/sources of data you used to identify this gap in student achievement: 2010 Science MEAP Grade 5
 Science Toolbox Grade 5

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. All students will improve in the science processes strand so that 70% of our students will be proficient on that section of the 2011/2012 Grade 5 Science MEAP.
2. Increase teacher capacity to improve students' abilities to reflect on scientific knowledge.
3. Increase teacher capacity to assess a student's ability to reflect on scientific knowledge.

Contact Name: Melissa White

List of Objectives:

Name	Objective
Science	All students will meet or exceed proficiency levels as measured by the MEAP Science Test annually.

3.1. Objective: Science

Measurable Objective Statement to Support Goal: All students will meet or exceed proficiency levels as measured by the MEAP Science Test annually.

List of Strategies:

Name	Strategy
AIMS Activities	All students will participate in AIMS activities.
Science	All students will be encouraged to participate in a school wide science fair.

3.1.1. Strategy: AIMS Activities

Strategy Statement: All students will participate in AIMS activities.

Selected Target Areas

3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
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Other Required Information for Strategy

AIMS Education Foundation Resources
www.aimsedu.org

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Integration of Technology	2011-07-01	2012-06-30	Classroom teachers, Science Department Head
To provide AIMS materials.	2010-07-01	2012-06-30	K-5 Teachers and the Building Administrator

3.1.1.1. Activity: Integration of Technology

Activity Description: Teachers will utilize a variety of tech equipment and software to enhance their science instruction.

Planned staff responsible for implementing activity: Classroom teachers, Science Department Head

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Integration of Technology	General Funds	0.00	

3.1.1.2. Activity: To provide AIMS materials.

Activity Description: Teachers will be provided AIMS materials to stimulate student engagement and hands on experiences in Science.

Planned staff responsible for implementing activity: K-5 Teachers and the Building Administrator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
AIMS Materials	General Funds	0.00	0.00

3.1.2. Strategy: Science

Strategy Statement: All students will be encouraged to participate in a school wide science fair.

Selected Target Areas

3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice

Other Required Information for Strategy

Science A Closer Look (2008) MacMillan/McGraw-Hill
http://www.glencoe.com/glencoe_research/Science/K-6_Science_Research.pdf

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Science Fair Project Models	2011-07-01	2012-06-30	K-5 Teachers and the Building Administrator

3.1.2.1. Activity: Science Fair Project Models

Activity Description: All teachers will model a science fair project using the proper science processes in class for their students.

Planned staff responsible for implementing activity: K-5 Teachers and the Building Administrator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Science Fair Materials	Other	0.00	0.00

Goal 4: Social Studies

Content Area: Social Studies

Development Status: Complete

Student Goal Statement: All students will improve their social studies skills in the area of History.

Gap Statement: The MEAP Social Studies Item Analysis indicates that students are performing below proficiency

in the history strand of the 6th grade Social Studies MEAP Assessment.

Cause for Gap: Instructional practices aren't fully differentiated to meet the students' needs at the exemplary level.

Best practices for delivering instruction and assessment aren't implemented at the exemplary level.

Designing engaging lessons hasn't reached the exemplary level.

Multiple measures/sources of data you used to identify this gap in student achievement: The sixth grade MEAP Social Studies Test scores were analyzed.

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? 70% of our students will be proficient on the history strand of the 6th grade Social Studies MEAP & Classroom Assessments

Contact Name: Jody Zickgraf

List of Objectives:

Name	Objective
Social Studies	The percent of students from John F. Farrell-Emmett Elementary School who score proficient on the MEAP Social Studies Test will increase by 6 percentage points annually.

4.1. Objective: Social Studies

Measurable Objective Statement to Support Goal: The percent of students from John F. Farrell-Emmett Elementary School who score proficient on the MEAP Social Studies Test will increase by 6 percentage points annually.

List of Strategies:

Name	Strategy
Social Studies	Using a variety of instructional resources and strategies in lessons, teachers will expand students' vistas of the world and support their quest for knowledge.

4.1.1. Strategy: Social Studies

Strategy Statement: Using a variety of instructional resources and strategies in lessons, teachers will expand students' vistas of the world and support their quest for knowledge.

Selected Target Areas

3.4 Supports instruction that is research-based and reflective of best practice

Other Required Information for Strategy

Best Practices for Teaching Social Studies by R. Stone 2008
 Best Practices in Elementary Social Studies by J.D. Hoge 2000
 Best Practices; New Standards for Teaching and Learning in America's Schools by Zemelman, Daniels, Hyde 1998

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Integration of Technology	2011-07-01	2012-06-30	Classroom teachers, Social Studies Department Head
Social Studies Training	2010-07-01	2012-06-30	K-5 Teachers and the Building Administrator

4.1.1.1. Activity: Integration of Technology

Activity Description: Teachers will utilize a variety of tech equipment and software to enhance their social studies instruction.

Planned staff responsible for implementing activity: Classroom teachers, Social Studies Department Head

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
RESA Consultants, Staff members	General Funds	0.00	

4.1.1.2. Activity: Social Studies Training

Activity Description: Teachers will be trained in using a variety of instructional resources and strategies in lessons.

Planned staff responsible for implementing activity: K-5 Teachers and the Building Administrator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Training in Best Practices for Teaching Social Studies	Title II Part A	0.00	0.00
Weekly Studies Periodical	General Funds	0.00	0.00

Goal 5: Writing

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will improve their English Language Arts skills in the area of writing.

Gap Statement: The MEAP Writing Item Analysis indicates that 6% of our 4th grade students are performing below the proficiency level in constructing peer responses.

Cause for Gap: Instructional practices aren't fully differentiated to meet student needs at the exemplary level. Best practices in writing instruction aren't implemented at the exemplary level. Designing engaging lessons hasn't reached the exemplary level.

Multiple measures/sources of data you used to identify this gap in student achievement: 2010 MEAP

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. The number of students who meet or exceed the writing standards, as measured by the MEAP, will increase each year by 2% points annually.
2. Increase teacher capacity to give descriptive feedback about student's work.
3. Increase teacher capacity to assess a student's ability to construct a peer response.

Contact Name: Cindy Monarch

List of Objectives:

Name	Objective
Writing Score Maintenance	The number of students who meet or exceed the writing standards, as measured by the MEAP, will increase each year by 2% points annually.

5.1. Objective: Writing Score Maintenance

Measurable Objective Statement to Support Goal: The number of students who meet or exceed the writing standards, as measured by the MEAP, will increase each year by 2% points annually.

List of Strategies:

Name	Strategy
Score Assessments	All teachers of writing will assess and evaluate student writing using Target, Aim, Score! Data will then be used to improve teachers' writing instruction by differentiating instruction based on the needs of our students in order to increase their writing proficiency.
WriteWell Curriculum	All teachers of writing will implement the WriteWell curriculum in order to increase writing proficiency.

5.1.1. Strategy: Score Assessments

Strategy Statement: All teachers of writing will assess and evaluate student writing using Target, Aim, Score! Data will then be used to improve teachers' writing instruction by differentiating instruction based on the needs of our students in order to increase their writing proficiency.

Selected Target Areas

3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice

Other Required Information for Strategy

Student gains in learning triggered by formative assessment:

Black, P., & William D. (1998). Inside the Black Box: Raising Standards Through Classroom Assessment. Phi Delta Kappan, 80(2), 139-149.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Assessment Training	2010-07-01	2012-06-30	K-5 Teachers, Building Administrator, and RESA Consultants

5.1.1.1. Activity: Assessment Training

Activity Description: All teachers of writing will be trained to assess and evaluate student writing using Target, Aim, Score!

Planned staff responsible for implementing activity: K-5 Teachers, Building Administrator, and RESA Consultants

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Training in Target, Aim, Score	Title II Part A	0.00	0.00

5.1.2. Strategy: WriteWell Curriculum

Strategy Statement: All teachers of writing will implement the WriteWell curriculum in order to increase writing proficiency.

Selected Target Areas

3.4 Supports instruction that is research-based and reflective of best practice

Other Required Information for Strategy

Workshop approach with strategy instruction improves student achievement:

Danoff, b., Harris, K. R. & Graham, S. (1990).

Incorporating strategy instruction within the writing process in the regular classroom: Effects on the writing of students with and without learning disabilities. Journal of Reading Behavior, 25(3), 295-322.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Integration of Technology	2010-07-01	2012-06-30	Classroom Teachers, Building Administrators
WriteWell Training	2010-07-01	2012-06-30	K-5 Teachers, Building Administrator, and RESA Consultants
Writing	2010-07-	2012-06-	K-5 Teachers, Building Administrator, and RESA Consultants-

	01	30	P.D. providers
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5.1.2.1. Activity: Integration of Technology

Activity Description: Teachers will utilize a variety of tech equipment and software to enhance their writing instruction.

Planned staff responsible for implementing activity: Classroom Teachers, Building Administrators

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
RESA Consultants, Staff members	General Funds	0.00	

5.1.2.2. Activity: WriteWell Training

Activity Description: Teachers will be trained in WriteWell.

Planned staff responsible for implementing activity: K-5 Teachers, Building Administrator, and RESA Consultants

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
WriteWell Training	Title II Part A	0.00	0.00

5.1.2.3. Activity: Writing

Activity Description: All teachers of writing will be provided the WriteWell curriculum in order to increase writing proficiency.

Planned staff responsible for implementing activity: K-5 Teachers,
Building Administrator,
and RESA Consultants- P.D. providers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Mentor Text	Other	0.00	0.00
Notebooks/Folders	Other	0.00	0.00
Write Well Curriculum	Other	0.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
Title II Part A	\$0.00	\$0.00
General Funds	\$0.00	\$0.00
Other	\$0.00	\$0.00

Additional Requirements

Comprehensive Needs Assessment

The comprehensive needs assessment (CNA) requirement is met by completing a School Data Profile/Analysis (SDP/A), School Process Profile, and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan.

Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data.

1. How was the comprehensive needs assessment conducted?

The comprehensive needs assessment was conducted through stakeholder surveys. The stakeholders included students, parents, and staff members (both certified and non-certified). Data from state and local assessments were also examined.

Curriculum Alignment that Corresponds to the Goals

1. Describe how the curriculum is aligned with State standards and how this alignment will help the school meet the academic Goals. Describe the process for review and revision of the curriculum; evidence could include a timeline for curriculum review or a description of the review process.

The curriculum for Yale Public Schools is aligned with the GLCEs. This alignment is reviewed on a 5 year cycle and is updated as needed. This will help the school meet individual needs of our students so that they will meet the academic goals . Our 5 year curriculum cycle examines a different curriculum subject each year, changes are made to the curriculum and resources are evaluated. The process includes a prefocus, focus, and postfocus year.

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

The core curriculum at Yale Public Schools is developed and monitored by the district's Curriculum Committee. This dynamic, multi-stepped, ongoing process guides curriculum development. The curriculum for each content area 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 the 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.

Staff Development

Use the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives and Strategies. These specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's CNA should also be included in the school-level Activities section.

Alternative Measures of Assessment

1. Describe the process for developing, or the alternative measures of assessment used, that will provide authentic assessment of pupils' achievements, skills, and competencies.

The process for developing alternative assessments at Yale Public Schools starts at each grade level. The certified staff meet at their grade level and examine the GLCEs for each subject. From there they will develop a common grade level assessment that is given three times per school year. The results from the test is then loaded into Data Director and areas of strength and weakness are then examined.

Effective Use of Technology

1. Describe the methods for effective use of technology as a way of improving learning and delivery of services and for integration of involving technology in the curriculum.

Technology is used by staff members in a variety of ways to assist students in learning. Our students use CCC Successmaker as a way to strengthen and reinforce reading and math skills. Earobics and Accelerated Reading are two programs that are also used by our students. Students in grades 1-5 also have a technology class where they are introduced to basic operations and concepts, social, ethical, and human issues, technology productivity tools, technology communications tools, technology research tools, and technology problem-solving and decision-making tools. This class enables students to use technology as a tool to complete assignments in their core subject areas.

Staff members are also starting to deliver lessons across the curriculum to students using interactive white boards. This use of technology is very supportive in the delivery of lessons to all of our students. Recent studies by Robert Marzano suggest that the end results of enhancing lessons with this technology will pay big dividends for students.

Evaluation of the School Improvement Plan

1. Describe how the school annually evaluates the implementation of, and results achieved by, the SIP, using data from the State's annual assessments and other indicators of academic achievement.

The school improvement team meets on a regular basis and reviews the school improvement plan. Staff members review data and monitors student progress. One tool that is used to collect and store data used by

staff members is Data Director. Staff meetings allow staff to report on their findings. Staff meetings also allow the staff to review strategies and activities that are being used to deliver instruction.

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

Parents are involved in the design, implementation, and evaluation of John F. Farrell-Emmett Elementary School's improvement plan by serving on the School Improvement Team. Parents are also surveyed and their responses are taken into consideration when new programs and actions are implemented.

Yale Public School has a very comprehensive Parent Involvement Policy. The Board strongly encourages and welcomes parent/guardian involvement in all school programs. The parent/guardian shall be offered substantial and meaningful opportunities to participate in the education of their children by this policy.

John F. Farrell-Emmett Elementary School carries out and supports this policy by encouraging parent/guardian or family involvement in the classroom as well as in all activities beyond the classroom. Parents are a valued part of our educational team. There are many opportunities for parents and community members to become involved with our students. As part of our continuing Safe Schools Initiative, individuals who plan to serve as a chaperone or school volunteer need to have a background check through the Michigan State Police. The background check is free. Teachers inform parents of a need for help in any area and schedule those who are able to help in the classroom whether it be weekly or for special projects. The PTO plans events throughout the year to promote the school community. Volunteers are needed to help at Book Fairs, Activity Nights, Popcorn and Bake Sales, Field Day, Career Day, and more. Parents are also encouraged to attend Open House and Parent-Teacher Conferences.

Parent involvement is evaluated by our school through our visitor sign-in process which gives us an accurate count of how many parents are participating in programs throughout our building. We also use sign-in sheets during parent-teacher conferences, Student Needs Assessment Committee meetings, and other school activities where parent and public involvement is important. Using this attendance information helps us to schedule events and meetings that are accommodating for all of our stakeholders.

Parent surveys are used to gather input on the performance of our building and programs. Results from these surveys help guide the school improvement team on decision making issues for our building.

Building Level Decision-Making

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to the development of the Goals, Objectives, Strategies and Activities included in the school improvement plan. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, parents of pupils attending that school, and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review and evaluation of the district's school improvement plans.

At John F. Farrell-Emmett Elementary School, a teamwork approach is taken when it comes to building level decisions. Our principal or school improvement co-chairs introduce topics with stakeholders at our monthly meetings. Stakeholders take the topics back to their respective parties and seek input. At our next monthly meeting, reports are given. After thoroughly discussing topics and studying appropriate data, a

decision is made by the group and action is taken. This process works well in our building. All stakeholders value the chance to be heard.

A documentation system is used to record the effectiveness of strategies toward achieving our goals. The data collected through this system will drive the decision making process for the School Improvement Team. When decisions are made the following parameters are followed:

- Stay within our curriculum, district policies, and the Master Agreement*
- Use effective research and assessment data*
- Work with central administration regarding curriculum, funding, and the Board of Education for approval and awareness*

Assurances

EdYES!

1. Literacy and math are tested annually in grades 1-5 ([MCL 380.1280b](#))

Response: *Yes*

Comments:

2. Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report on your website in the comments field (if applicable).

Response: *Yes*

Comments: *www.yale.k12.mi.us/fes*

Educational Development Plan (EDP)

1. Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.

Response: *N/A (our school does not have grade 8)*

Comments:

2. Our school reviews and annually updates the EDPs to ensure academic course work alignment.

Response: *No*

Comments: *N/A*

Health and Safety (HSAT)

The following assurances come directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

1. Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.

Response: *Written policy, fully implemented*

Comments:

2. All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.

Response: *Yes*

Comments:

3. Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.

Response: *Yes*

Comments:

4. Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.

Response: *No*

Comments:

5. Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.

Response: *Adopted policy, fully implemented*

Comments:

6. All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.

Response: *No*

Comments: *Teachers are provided training as needed.*

7. The health education curriculum used in our school is the Michigan Model for Health® Curriculum.

Response: *Yes*

Comments:

8. The health education curriculum used in our school involves student interaction with their families and their community.

Response: *Yes*

Comments:

9. Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.

Response: *Adopted policy, fully implemented*

Comments:

10. At our school, physical education teachers annually participate in professional development specific to physical education.

Response: *Yes*

Comments:

11. The physical education curriculum used in our school is:

Response: *Exemplary Physical Education Curriculum (EPEC)*

Comments:

12. At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.

Response: *Yes*

Comments:

13. Our school offers the following amount of total weekly minutes of physical education throughout the year.

Response: *150 minutes or more at elementary level, 225 minutes or more at middle/high level*

Comments:

14. Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.

Response: *Adopted policy, fully implemented*

Comments:

15. The food service director/manager participated in professional development related to food or nutrition during the past 12 months.

Response: *Yes*

Comments:

16. The food service director/manager supports/reinforces in the cafeteria what is taught in health education.

Response: *Yes*

Comments:

17. During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.

Response: *Yes*

Comments:

18. Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.

Response: *Yes*

Comments:

19. Our school has a health services provider or school nurse accessible to students.

Response: *Yes, we have a health services provider or school nurse for every 650 students*

Comments:

20. Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.

Response: *Written policy, fully implemented*

Comments:

21. Our school has a system in place for collecting relevant student medical information.

Response: *Yes*

Comments:

22. Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.

Response: *Adopted policy, fully implemented*

Comments:

23. During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.

Response: *Yes*

Comments:

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students

(presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

25. During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

26. During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.

Response: *Yes*

Comments:

27. Our school's mission statement includes the support of employee health and safety.

Response: *No*

Comments:

28. During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.

Response: *Yes*

Comments:

29. During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.

Response: *Yes*

Comments:

30. Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.

Response: *Written policy, fully implemented*

Comments:

31. Our school has a parent education program.

Response: *Yes*

Comments:

32. During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.

Response: *Yes*

Comments:

33. During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).

Response: *Access to all indoor facilities*

Comments:

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
Mr.	Robert	Watson	Principal	bwatson@yale.k12.mi.us
Mrs.	Kristi	Francek	Teacher	kfrancek@yale.k12.mi.us
Mrs.	Erin	Kavanagh	Teacher	ekavanagh@yale.k12.mi.us
Mrs.	Michelle	Raymo	Teacher	mraymo@yale.k12.mi.us
Mrs.	Vicki	Snider	Teacher	vsnider@yale.k12.mi.us
Mrs.	Amanda	Zabor	School Board Member	azabor@yale.k12.mi.us
Mrs.	Ann	Terbrack	Secretary	asilorey@yale.k12.mi.us
Mrs.	Beth	Pierce	Kindergarten Instructiona	n/a
Mrs.	Robin	Keyworth	Cook	n/a
Mrs.	Rhonda	Ferguson	Parent	n/a

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 Nicholl
Address:	198 School Drive Yale, MI 48097
Telephone Number:	810-387-4274

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

Supporting Documentation

No documentation was attached.