

Yale Public Schools



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Yale Elementary School 2013-14 Annual Report

August 15, 2014

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2012–13 educational progress for Yale Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP), teacher quality and more. If you have any questions about the AER, please contact Principal William Kryscynski for assistance.

The AER is available for you to review electronically by visiting www.yale.k12.mi.us or you may review a copy at your child's school office.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state.

Our School has not been given one of these labels.

The staff of Yale Elementary continues to work to provide a high quality to all students. Our lone subgroup consists of students who qualify as economically disadvantaged. The staff at Yale Elementary works hard to prepare each student with the tools needed to be successful in whichever future path a student peruses. Time and resources are used to close achievement gaps between all students. We continue to use the RTI model of instruction for reading and will be using a similar tool for math this fall. Staffs' increased understanding of STAR data will allow us to better meet each students educational needs in a timely fashion.

More Yale Elementary School information

In addition to the facts and figures you will find in the Annual Report, we want to share the following information with you:

Pupil assignment process — 2013-2014

Students are located as follows: Kindergarten through Grade 5 is located at Yale, Avoca or Farrell-Emmett elementary schools. A preschool for 4-year-olds is also located at each elementary school. Yale Elementary also houses a Great Start Readiness Program for 4-year-olds. The District operates one junior high school building and one high school building with an alternative education program housed in a wing of the building.

The Yale Public School District and the St. Clair County Regional Educational Service Agency (RESA) have a policy and process in place for non-district residents' school of choice requests. Copies of this policy and procedures are available at the principal's office or through the central office.

School Improvement Plan status — 2013-2014

The staff at Yale Elementary reviews the plan based on current data each school year. In addition, we review our plan to make sure we are representing changes in state testing and the direction of the state.

Each of our goals, strategies, and activities were evaluated based on the 2013 MEAP and STAR data. Researched based screeners such as DIBELS and DRA are used as well along with classroom-based assessments, and parent input.

In mathematics, we continue to focus on Mathematical Standard 1: make sense of problems and persevere in solving them and Mathematical Standard 3: Construct viable arguments and critique the reasoning. Staff has placed an emphasis on increased instruction on math vocabulary, math journals, and math talk to meet our current goals. In addition to the strategies above, we will incorporate more constructed responses to meet Common Core requirements. In 3rd grade, 53% of our students were proficient while 45% of the 4th graders and 46% of the 5th grade students were proficient in the area of Mathematics on the 2013 MEAP. The adaption of a new math series will also help to better meet the needs of the common core and best math practices.

In Social Studies, we will continue to strive towards excellence and constant improvement. According to the 2013 MEAP results, 46% of students were proficient on the Social Studies portion of the test. We will continue to improve student's knowledge of history, economics, civics, and geography. We will work towards closing the gap between the economically advantaged and disadvantaged students on the Social Studies portion of the MEAP test. An increased fidelity to the MC3 curriculum K-5 and use of graphic organizers within the curriculum will allow for continued growth in this area.

According to the 2013 MEAP writing portion of the ELA for 4th grade, there was a 14% discrepancy between economically disadvantaged and non-economically disadvantaged students. This is down from a 15% gap the previous year. The economically disadvantaged population will be targeted in writing instruction. There continues to be a 19% discrepancy between the performance of female

and male students on the MEAP writing. This indicates a need for a shift in the focus of writing instruction in order to improve the writing performance of males. Yale Elementary is using the WriteWell writing program this year in addition to other resources. The program is continually evolving as the curriculum and testing approaches are revised. Staff will continue to focus upon the full implementation of this program as well as the use of the 4 Square graphic organizer in all grades.

The comprehension team has researched strategies, analyzed MEAP and STAR data, and implemented ways to increase student achievement on comprehension tasks. Using graphic organizers and strategies such as the Shape Go Map, Close Reading techniques, vocabulary maps, and interventions including additional assistance for Tier 2 and 3 students our students are provided the latest best practice techniques to help them reach their learning goals. The use of STAR data allows staff to better meet the needs of each student through instruction and intervention.

In the area of ELA, Yale Elementary students were some of the highest scoring in the county and well above the state average. When analyzing the MEAP, a slight discrepancy in 5th grade reading results among economically disadvantaged and non-economically disadvantaged students was noticed in reading performance. Teachers will be reinforcing comprehension strategies and concepts in small group settings to help close this gap. MEAP and STAR analysis showed that most students are using strategies for cross-text and informational reading with a high degree of accuracy on test questions.

In the area of Science, our goal is to provide opportunities for students to grow in the areas of constructing and reflecting through participation of classroom activities and in the science fair. Teachers will also be conducting a minimum of nine-science investigations throughout the year. These investigations will focus on Earth, Physical, and Live science topics. Through this process of scientific inquiry/investigation, students have the opportunity to practice content specific standards. Staff will also increase implementation of project-based inquiry learning strategies to connect learning experience to real world applications, test taking strategies, and focus on informational text comprehension in order to increase achievement on their Science Assessment scores.

Specialized schools and alternative education:

Yale Public Schools offers several programs designed to meet a variety of student needs and interests, opening the educational process to all students. Through these programs, each student can learn and experience success.

- Great Start Readiness Program (GSRP) provides free preschool to students of economically disadvantaged families.
- The Academic Transitional Academy (ATA) provides pre-vocational support to 9th and 10th-grade students.
- St. Clair TEC offers countywide career and technical training to high school students.
- Woodland Developmental Center serves students with severe learning disabilities to age 26.
- The Phoenix Alternative Yale School is an option for students grades 7–12 who are at risk of not succeeding in the traditional school setting.

Core curriculum — 2013-2014

Core Curriculum and Curriculum Maps, as well as Pacing Guides, may be accessed at each of our school buildings. Additionally, all K-12 information may be found in the office of the Director of Personnel and Instruction housed at Central Office.

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

- Writing a curriculum, aligned to state standards, for all classes.

- Developing assessment strategies for each curricular objective.

- 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. Questions about the Yale curriculum may be addressed to Principal William Kryscynski or the Director of Title I, Instruction and Personnel, at (810) 387-3231.

Alternate assessment testing:

Yale Elementary will be starting its third year using Renaissance Learning's STAR Math, Reading, and Early Literacy programs to improve instruction. These programs provided valuable student information that allows staff to tailor instruction to meet student needs.

Parent-teacher conference rate:

2013-14 — 98%

2012-13 — 96%

Yale Elementary staff takes great pride in the education and caring environment it provides for students. Teacher and support staff work closely with parents and students to create the best plan for each student's success both academically and socially.

Sincerely,

William Kryscynski
Principal, Yale Elementary School