

School Improvement Plan

Title I - Schoolwide

School Year: 2011 - 2012

School District: Yale Public Schools

ISD/RESA: St. Clair County RESA

School Name: Yale Elementary School

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

Principal: Mrs. Suzanne Guttowsky

Building Code: 04607

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

Contents

Introduction	3
School Information	4
Vision, Mission and Beliefs	5
Goals	6
Goal 1: Comprehension	6
Goal 2: Mathematics	18
Goal 3: Science	26
Goal 4: Social Studies	32
Goal 5: Writing	41
Resource Profile	50
Additional Requirements	51
Assurances	75
Stakeholders	81
Statement of Non-Discrimination	82
Supporting Documentation	83

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:	Yale Elementary School
District:	Yale Public Schools
Public/Non-Public:	Public
Grades:	PK,K,1,2,3,4,5
School Code Number:	04607
City:	YALE
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

Yale Elementary School, a safe, caring, and creative learning environment that guarantees an equal educational opportunity for every student.

Mission Statement

Each Yale Elementary School student and staff member will be challenged to reach his or her maximum level of growth: intellectually, physically, emotionally and socially.

Beliefs Statement

At Yale Elementary School, we recognize and value the important partnerships with and contribution of the family and community in supporting our vision.

Increasing expectations for both students and educators will be the standard.

Ongoing emphasis will be placed on improving the quality of the total program and the capabilities of every student.

Goals

Name	Development Status	Progress Status
Comprehension	Complete	Open
Mathematics	Complete	Open
Science	Complete	Open
Social Studies	Complete	Open
Writing	Complete	Open

Goal 1: Comprehension

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will be proficient in reading and comprehending a variety of printed material across the curriculum.

Gap Statement: There was a 24% discrepancy noted between students with disabilities and all students on the 2010-2011 Reading MEAP for 4th grade students.

Cause for Gap: - Instructional practices aren't fully differentiated to meet student's needs at the exemplary level.
 - Fidelity to the core reading program is not fully implemented at the exemplary level.
 - Best practices for delivering instruction and assessment is not fully developed at the exemplary level.

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

DIBELS Next-Oral Reading Fluency Assessment (grades 1-5)

DRA (Developmental Reading Assessment) Oral Reading and comprehension assessments (grades k-5)

Write Well and Score! Assessments (grades 2-5)

Yale Elementary Staff/Student/Parent/Teacher survey (2010)

MEAP 4th Grade School Demographic Report

School Improvement Framework Self-Assessment(2010)

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? All students will increase skills in the area of reading comprehension and understanding of informational text so that the average scaled score on the ELA-Reading MEAP increases by 3 points each year of this plan. Students with disabilities will increase skills in the area of reading comprehension and understanding of informational text so that the percentage of students attaining the scale score on the ELA-Reading MEAP increases by 2 scaled score points each year of this plan. Economically disadvantaged students will increase skills in the area of reading comprehension and understanding of informational text so that the percentage of students attaining the scale score on the ELA-Reading MEAP increases by 2 scaled score points each year of this plan.

The Goal Will Be Measured Using:

MEAP ELA Assessment (comprehension items) (3rd-5th grades)

Write Well and Score! Assessments (2nd-5th grades)
 DIBELS Next Assessments (Kindergarten-5th grades)

Contact Name: Suzanne Guttowsky

List of Objectives:

Name	Objective
Increase Reading Comprehension	The number of students who meet the proposed cut scores on the Reading MEAP will increase by 5% each year.

1.1. Objective: Increase Reading Comprehension

Measurable Objective Statement to Support Goal: The number of students who meet the proposed cut scores on the Reading MEAP will increase by 5% each year.

List of Strategies:

Name	Strategy
Core Reading Program	Teachers will use a comprehensive core reading program to instruct all students in reading.
Graphic Organizers	Teachers will use graphic organizers to enhance comprehension skills. As a way of differentiating instruction, visual representations/models of graphic organizers will be available to students.
Intervention Strategy	Teachers will provide additional instruction time in the area of reading to students who do not reach benchmark levels in order to increase their ability to achieve reading proficiency.
Meta-cognition	Teachers will use questioning and question organization to enhance meta-cognition skills in all students. TARGETED POPULATIONS: Students with disabilities and students at-risk of not achieving the goal will work in small groups or on an individual basis with the teacher and/or support staff. Visual representations will be available to help meet the learning styles of all students.
Purposeful Teaching of Vocabulary	Teachers will use graphic organizers to strengthen the vocabulary skills of students. TARGETED POPULATION: Students with disabilities and students at-risk of not reaching the goal will work in small groups or on an individual basis with the teacher and/or support staff.
Universal Screener	Teachers will use a universal screener to assess the reading fluency and comprehension levels. The assessment will assist teachers in identifying students who need extra interventions to help them improve reading comprehension.

1.1.1. Strategy: Core Reading Program

Strategy Statement: Teachers will use a comprehensive core reading program to instruct all students in reading.

Selected Target Areas

II.2.A.4 A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

III.2.C.3 Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program, and the impact on student achievement.

Other Required Information for Strategy

Comprehensive Core Reading Programs. Florida Center For Reading Research. www.fcrr.org

A Comprehensive Core Reading Program (CCRP) is intended to be the initial instructional tool used to guide high quality instruction in K-5 classrooms. The CCRP correlates to all Reading and Language Arts Standards and includes instructional content based on the five essential components of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The CCRP contains instructional design components including explicit instructional strategies, coordinated instructional sequences, ample practice opportunities, and aligned student materials.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
90 Minute reading block	2011-09-01	2016-06-01	All classroom teachers

1.1.1.1. Activity: 90 Minute reading block

Activity Description: Teachers will use the comprehensive core reading program to teach reading to all students for 90 minutes every day.

Planned staff responsible for implementing activity: All classroom teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2016-06-01

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	Other	0.00	

1.1.2. Strategy: Graphic Organizers

Strategy Statement: Teachers will use graphic organizers to enhance comprehension skills. As a way of differentiating instruction, visual representations/models of graphic organizers will be available to students.

Selected Target Areas

II.2.A.4 A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

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Other Required Information for Strategy

Harvey, S. and Goudvis, A. (2007). *Strategies that Work: Teaching Comprehension to Enhance Understanding*, Stenhouse Publishers.

This book explains what comprehension is and provides comprehension strategies and model lessons. Yale Elementary teachers may use this book as an educational tool for their own professional development and a lesson planning resource.

Tompkins, Gail. *50 Literacy Strategies: Step by Step*

Fifty Literacy Strategies: Step by Step will be used as a supplementary resource when teachers need explicit strategies to help students improve literacy skills. Each Yale Elementary School classroom teacher has a copy of this book to use as a resource in planning for reading instruction.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Shape Go Map	2011-09-15	2016-06-01	All teachers from K-5, Special Education, paraprofessionals

1.1.2.1. Activity: Shape Go Map

Activity Description: Students will identify the characters, setting, problem, four events, the solution and the theme of the text. A visual representation will be displayed using the classroom interactive board in order to reach all students including students with disabilities and economically disadvantaged students.

Planned staff responsible for implementing activity: All teachers from K-5, Special Education, paraprofessionals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-15, End Date - 2016-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Shape Go Map Poster	Other	0.00	

1.1.3. Strategy: Intervention Strategy

Strategy Statement: Teachers will provide additional instruction time in the area of reading to students who do not reach benchmark levels in order to increase their ability to achieve reading proficiency.

Selected Target Areas

II.2.A.4 A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

III.2.C.3 Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program, and the impact on student achievement.

Other Required Information for Strategy

Annual Growth, Catch Up Growth

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Additional Assistance for Tier 2	2011-09-01	2016-06-01	Classroom teachers, principal, Title I director, paraprofessional aides

Additional Instruction for Intensive (Tier 3)	2011-09-01	2016-06-01	Special education staff, principal
Summer School	2012-06-01	2016-09-01	Teachers, Title I director, Curriculum and Personnel director, principal, para-professional aides

1.1.3.1. Activity: Additional Assistance for Tier 2

Activity Description: Teachers and Title I para-professional staff will give additional time to students who are at-risk of not achieving proficiency in reading. Additional research based programs used include Early Success (grades 1-2), Soar to Success (grade 3), Read Naturally (grades 1-5), Teacher Directed PALS (grades K-1), PALS (grades 1-5), Quick Reads (grades 2-5), Road to the Code (grade K), REWARDS (grade 5), and Phonics For Reading (grades 2-5).

Planned staff responsible for implementing activity: Classroom teachers, principal, Title I director, para-professional aides

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2016-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Program training	Other	0.00	

1.1.3.2. Activity: Additional Instruction for Intensive (Tier 3)

Activity Description: The special education certified staff will use the Journeys Reading Tool Kit to help students who are significantly below the benchmark level for their grade level. This resource combines intensive instruction in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Planned staff responsible for implementing activity: Special education staff, principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2016-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Journeys reading toolbox	Special Education	0.00	

1.1.3.3. Activity: Summer School

Activity Description: An extended year program will be provided for at-risk students to maintain their skill level in the area of reading.

Planned staff responsible for implementing activity: Teachers, Title I director, Curriculum and Personnel director, principal, para-professional aides

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-06-01, End Date - 2016-09-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staffing	Title I Part A	0.00	

1.1.4. Strategy: Meta-cognition

Strategy Statement: Teachers will use questioning and question organization to enhance meta-cognition skills in all students.

TARGETED POPULATIONS:

Students with disabilities and students at-risk of not achieving the goal will work in small groups or on an individual basis with the teacher and/or support staff. Visual representations will be available to help meet the learning styles of all students.

Selected Target Areas

II.2.A.4 A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

III.2.C.3 Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program, and the impact on student achievement.

Other Required Information for Strategy

Raphael, T.E. and Au, K.H. (2002). QAR now: A powerful and practical framework that develops comprehension and higher-level thinking in all students. Theory and Practice.

QAR, Question Answer Relationship, is a powerful, research-based approach for improving reading comprehension that has been helping students become better readers for more than 20 years. This comprehensive guide is written for K-8 students and reflects on two decades of classroom application and expands on the original thinking behind QAR. This resource shows how QAR provides a framework for organizing questioning activities and comprehension instruction across all the content areas.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
KWL	2011-09-10	2016-06-01	All teachers from K-5, Special Education, paraprofessionals
QAR	2011-09-07	2016-06-01	RESA consultants, all teachers and support staff
QAR Training	2011-09-07	2016-06-17	All teachers from 2-5, Special Education, paraprofessionals

1.1.4.1. Activity: KWL

Activity Description: Teachers will use the KWL strategy across the curriculum to activate background knowledge about a topic and to assist students in generating and organizing questions, as well as organizing information they are learning.

Planned staff responsible for implementing activity: All teachers from K-5, Special Education, paraprofessionals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-10, End Date - 2016-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.4.2. Activity: QAR

Activity Type: Professional Development

Activity Description: QAR differentiates among four types of questions and the kinds of thinking required to answer them. The four types of questions are: right there questions, think and search questions, author and me questions, and on my own questions.

Planned staff responsible for implementing activity: RESA consultants, all teachers and support staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2016-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.4.3. Activity: QAR Training

Activity Type: Professional Development

Activity Description: Training will be provided in order to help teachers and support staff use most effectively help teachers use the QAR strategy.

Planned staff responsible for implementing activity: All teachers from 2-5, Special Education, paraprofessionals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2016-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
QAR training	Other	0.00	

1.1.5. Strategy: Purposeful Teaching of Vocabulary

Strategy Statement: Teachers will use graphic organizers to strengthen the vocabulary skills of students.

TARGETED POPULATION: Students with disabilities and students at-risk of not reaching the goal will work in small groups or on an individual basis with the teacher and/or support staff.

Selected Target Areas

II.2.A.4 A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

III.2.C.3 Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program, and the impact on student achievement.

Other Required Information for Strategy

Honig, Diamond G., Teaching Reading Sourcebook

For educators at every level, the Teaching Reading Sourcebook is a comprehensive reference about reading instruction. Organized according to the elements of explicit instruction (what? why? when? and how?), the Sourcebook includes both a research-informed knowledge base and practical sample lesson models.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
PAVE Procedure	2011-09-10	2016-06-01	All teachers from 3-5, Special Education, paraprofessionals
Vocabulary Word Map	2011-09-10	2016-06-01	All teachers from 2-5, Special Education, paraprofessionals

1.1.5.1. Activity: PAVE Procedure

Activity Description: PAVE stands for the components of this strategy: Prediction, Association, Verification, and Evaluation. In the PAVE procedure students predict a words meaning using sentence context, verify its meaning by consulting the dictionary, evaluate the words predicted meaning, and associate the words meaning to an image.

Teaching Reading Sourcebook. PAVE Procedure (Pages 511-515 Black-line Master: page 785)

Planned staff responsible for implementing activity: All teachers from 3-5, Special Education, paraprofessionals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-10, End Date - 2016-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Teaching Reading Sourcebook	Other	0.00	

1.1.5.2. Activity: Vocabulary Word Map

Activity Description: Graphic organizers, such as the Vocabulary Word Map, help students to visualize how words connect to each other. They help restructure more difficult tasks. When students draw on their prior knowledge to make a concrete, graphic representation of a target word they show how the word relates to other words and concepts.

Teaching Reading Sourcebook. Vocabulary Word Map (Pages 481-483 Black-line Master: page 795)

Planned staff responsible for implementing activity: All teachers from 2-5, Special Education, paraprofessionals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-10, End Date - 2016-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Teaching Reading Sourcebook	Other	0.00	

1.1.6. Strategy: Universal Screener

Strategy Statement: Teachers will use a universal screener to assess the reading fluency and comprehension levels. The assessment will assist teachers in identifying students who need extra interventions to help them improve reading comprehension.

Selected Target Areas

II.2.A.4 A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

III.2.C.3 Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program, and the impact on student achievement.

Other Required Information for Strategy

Best Practices for RTI: Universal Screening. What Works Clearinghouse (2009)

The Education Department states that the first step to using a Response to Intervention model (RTI) at an early elementary level is to use a universal screener to screen all students and to identify students who are struggling and continue to monitor those students progress toward a goal reading level.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
DIBELS-Next	2011-09-01	2016-06-01	teachers, principal, Title I director, paraprofessional aides
Teacher/Para-professional Aide Training	2011-09-01	2016-06-01	classroom teachers, paraprofessional aides, Title I, RESA consultants, principal

1.1.6.1. Activity: DIBELS-Next

Activity Description: Teachers and paraprofessional aides will use DIBELS-Next as a universal screening assessment of reading skills for the purpose of identifying students who are at risk of not achieving reading proficiency.

Planned staff responsible for implementing activity: teachers, principal, Title I director, paraprofessional aides

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2016-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
DIBELS-Next testing materials	Other	0.00	

1.1.6.2. Activity: Teacher/Para-professional Aide Training

Activity Type: Professional Development

Activity Description: Teachers and para-professional aides will be trained in the administration and data analysis of the universal screener (DIBELS-Next).

Planned staff responsible for implementing activity: classroom teachers, paraprofessional aides, Title I, RESA consultants, principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2016-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
DIBELS-Next Training materials	Other	0.00	

Goal 2: Mathematics

Content Area: Math

Development Status: Complete

Student Goal Statement: All students will be proficient in the area of Mathematics.

Gap Statement: The standard scaled scores for students with disabilities are lower than all students. Addition and subtraction whole numbers strand scores are below 70% for second grade. Also, relating fractions to a whole number and properties of two and three dimensional shapes strand scores are below 70% for third grade. In addition, understanding fractions and comparing decimals strand scores are below 70% for fourth grade. Also, applied problems of fractions and properties of two dimensional shapes/angles strand scores are below 70% for fifth grade.

Cause for Gap: - Restructuring of district curriculum maps to meet the Common Core Standards and the State Standards.

- Continuing need to become familiar with math series supplemental materials.
- Teacher comfort with supplemental materials.
- Lack of memorized basic facts and skills.
- Process data shows a need to increase student engagement.

Multiple measures/sources of data you used to identify this gap in student achievement: - Annual MEAP mathematics scores (grades 3-6)(demographic data and item analysis)

- Successmaker scores (grades K-5) turned in to administrator every marking period
- Study Island reports (grades 3-5)
- District Common Math Assessments (locally developed) (grades K-5)
- Staff, parent, and student survey (2010)
- School Improvement Framework Self-Assessment (2010)

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? All students will increase skills in the areas of Numbers and Operations, Problem Solving, and Measurement so that the scaled score of students whose scaled score is below the district average increases by 5% each year.

Increase teacher capacity to assess student abilities in the areas of Numbers and Operations, Problem Solving, and Measurement so that the scaled score of students whose scaled score is below the district average increases by 5% each year.

Goal Will Be Measured Using:
 MEAP Mathematics Assessment (3rd-5th grades)
 Locally developed math assessments (K-5)
 Math fact assessments (1st-5th grades)(30 problems in a minute with 80% accuracy)

Contact Name: Suzanne Guttowsky

List of Objectives:

Name	Objective
Improve Mathematical Thinking	All students will increase skills in the area of Mathematical Thinking so that the MEAP scaled score of students whose scaled score is below the district average increases by 5% each year.

2.1. Objective: Improve Mathematical Thinking

Measurable Objective Statement to Support Goal: All students will increase skills in the area of Mathematical Thinking so that the MEAP scaled score of students whose scaled score is below the district average increases by 5% each year.

List of Strategies:

Name	Strategy
Intervention	Teachers and Title I staff will provide additional instruction to at-risk students in order to help them achieve levels of proficiency in the area of mathematics.
Math Fact Mastery	Teacher will provide opportunities to develop fluent retrieval of math facts at all grade levels.
Problem Solving Process	Teachers in grades K-5 will instruct students in using the 4-step problem solving process.
Teaching Math Vocabulary	Classroom teachers will introduce, update, and model use of math words as listed in the Core Grade Level Curriculum Expectations and HSP Math Advantage text, in order to develop consistency in math vocabulary across grade levels.

2.1.1. Strategy: Intervention

Strategy Statement: Teachers and Title I staff will provide additional instruction to at-risk students in order to help them achieve levels of proficiency in the area of mathematics.

Selected Target Areas

II.2.A.4 A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

III.2.C.3 Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program, and the impact on student achievement.

Other Required Information for Strategy

Differentiated Instruction for Math. www.k8access.org

Math instruction can be differentiated to allow students to work on skills appropriate to their readiness level and to explore mathematics applications.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Additional Instruction	2011-09-01	2016-06-01	Teachers, para-professional aides, Title I director, principal
Afterschool math fact practice	2011-09-01	2016-06-01	Title I director, para-professional aides, principal
Summer School	2012-06-01	2016-09-01	Title I director, Curriculum and Personnel director, principal, teachers, paraprofessional aides

2.1.1.1. Activity: Additional Instruction

Activity Description: Teachers and paraprofessional aides will provide additional instructional support through differentiated instruction and reteaching concepts in a small group to students at risk of not achieving proficiency.

Planned staff responsible for implementing activity: Teachers, para-professional aides, Title I director, principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2016-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title I staffing	Title I Part A	0.00	

2.1.1.2. Activity: Afterschool math fact practice

Activity Description: Title I para-professional staff will be assigned to provide after school tutoring in area of math fact fluency.

Planned staff responsible for implementing activity: Title I director, para-professional aides, principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2016-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title I staffing	Title II Part A	0.00	

2.1.1.3. Activity: Summer School

Activity Description: Teachers and Title I paraprofessional aides will provide summer school/extended year additional instructional time in the area of math for students at risk of not achieving proficiency.

Planned staff responsible for implementing activity: Title I director, Curriculum and Personnel director, principal, teachers, paraprofessional aides

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-06-01, End Date - 2016-09-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title I staffing	Title I Part A	0.00	

2.1.2. Strategy: Math Fact Mastery

Strategy Statement: Teacher will provide opportunities to develop fluent retrieval of math facts at all grade levels.

Selected Target Areas

II.2.A.4 A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

III.2.C.3 Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program, and the impact on student achievement.

Other Required Information for Strategy

Whitehurst (2003). Math fluency: the experts agree that the ability to recall math facts fluently is necessary for students to attain higher order math skills. www2.cssu.org

The implication for mathematics is that some of the sub-process, particularly basic math facts need to be developed to the point that they are done automatically. If this fluent retrieval does not develop, then the development of higher order mathematic skills (such as multiple-digit addition and subtraction, long division, and factions) may be severely impaired. Indeed studies have found that lack of math fact retrieval can impede participation in math class discussions, successful mathematics problem solving, and even the development of everyday math life skills. And rapid math-fact retrieval has been shown to be a strong predictor of performance on mathematics achievement tests.

Dehaene (2003). Research foundation & evidence of effectiveness for fastt math. www.scholastic.com

If the student constantly has to compute the answer to basic facts, less of that student?s thinking capacity can be devoted to higher thinking concepts than a student who can effortlessly recall the answers to basic facts.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
After School Math Support	2011-10-01	2016-05-31	Title I staff
Math Fact Fluency Practice	2011-09-08	2016-06-10	All teachers

2.1.2.1. Activity: After School Math Support

Activity Description: Support staff will provide opportunities for students to practice math facts after school through the use of technology resources and differentiated instruction.

Planned staff responsible for implementing activity: Title I staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-10-01, End Date - 2016-05-31

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Support Staff	Title I Part A	0.00	

2.1.2.2. Activity: Math Fact Fluency Practice

Activity Description: Teachers will introduce math fact websites and provide opportunity for the students to use them at least two times a week. Teachers will encourage students to practice facts to promote automaticity (fact fluency) on the websites at school and at home if possible.

Planned staff responsible for implementing activity: All teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-08, End Date - 2016-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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2.1.3. Strategy: Problem Solving Process

Strategy Statement: Teachers in grades K-5 will instruct students in using the 4-step problem solving process.

Selected Target Areas

II.2.A.4 A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

III.2.C.3 Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program, and the impact on student achievement.

Other Required Information for Strategy

HSP Math (2009)

Polya, G. (2004). How to Solve It: A New Aspect of Mathematical Model, Princeton University Press.

Teachers will continue to use the four step problem solving method utilized by the district math series, Math Advantage. This problem solving method follows four steps: understand, plan, solve, look back. These steps closely resemble the problem solving method devised by the mathematician George Polya and discussed in his book listed above. These steps even though named a little differently in our building program, lead students to solve mathematical problems.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teaching the problem solving strategy	2011-09-08	2016-06-10	All teachers

2.1.3.1. Activity: Teaching the problem solving strategy

Activity Description: Teachers and support staff will model the 4-step process using a problem from the HSP series for their grade level. Results of student learning will be monitored by the use of teacher observation and anecdotal notes.

Planned staff responsible for implementing activity: All teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-08, End Date - 2016-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Maintaining and/or replacing UPS Look posters	General Funds	0.00	

2.1.4. Strategy: Teaching Math Vocabulary

Strategy Statement: Classroom teachers will introduce, update, and model use of math words as listed in the Core Grade Level Curriculum Expectations and HSP Math Advantage text, in order to develop consistency in math vocabulary across grade levels.

Selected Target Areas

II.2.A.4 A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

III.2.C.3 Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program, and the impact on student achievement.

Other Required Information for Strategy

Schwartz, J.C. (December, 1999). Vocabulary and its effects on mathematics instruction. (Eric Document Reproduction Service No. ED 439 017).

In a study conducted in a rural K-12 district, students were found to be lacking a sufficient math vocabulary. During the study students were taught math vocabulary using a word wall, math journals, vocabulary journals, and strategies incorporating multiple intelligences. Results of the study show these intervention strategies led to an improvement in the math vocabulary of the students.

Boulware-Gooden, Carreker, Thornhill, Joshi (2007).

Instruction of metacognitive strategies enhances reading comprehension and vocabulary achievement of third-grade students. www.readingrockets.org/article/21160 Using synonyms, antonyms, and other related words, creates a deeper understanding of a word, which in turns heightens the ability to recall meaning. Two different schools were studied, in the test school, vocabulary measures went up 40% more than the other school. Comprehension gains were 20% more. Understanding vocabulary will help students at Yale Elementary School increase their knowledge of mathematical concepts.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Math Word Wall or Journal	2011-09-08	2016-06-10	All Teachers and support staff

2.1.4.1. Activity: Math Word Wall or Journal

Activity Description: As a differentiated instructional technique, teachers and support staff will model and facilitate the use of math vocabulary word walls, math notebooks, and/or math journals.

Planned staff responsible for implementing activity: All Teachers and support staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-08, End Date - 2016-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Math word wall, MEAP Math Vocabulary list	General Funds	0.00	

Goal 3: Science

Content Area: Science

Development Status: Complete

Student Goal Statement: All students will be proficient in their understanding of concepts in the area of scientific knowledge.

Gap Statement: Scores for students with disabilities are lower than for all students. The scores for socio-economic disadvantaged students are lower than all students. Analysis of the items on the Science MEAP show constructing knowledge and reflecting knowledge strand scores are below 70% for fifth grade.

Cause for Gap: - Restructuring of teacher methods to match the needs of the state curriculum.

- Instructional practices are not fully differentiated to meet the needs of all students at an exemplary level.
- Best practices in scientific inquiry instruction are not fully implemented due to a need for professional development.
- The understanding of informational text should be used as a bridge for teachers to teach scientific inquiry through investigation. So, informational text strategies should be consistently taught at all levels.

Multiple measures/sources of data you used to identify this gap in student achievement: Yale Elementary Staff Survey (2010)
 MEAP School Demographic Report (2010)
 Social Studies MEAP Item Analysis Report (2010)
 Yale Elementary Student Survey (2010)
 School Improvement Framework Self Assessment Standard 3-Teaching and Learning (2010)

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? All students will maintain skills so the percentage of students meeting the scaled score on the Science MEAP will remain at or above the current percentage scores. The number of students economically disadvantaged who meet or exceed the Science MEAP, will increase each year by 5% by improving in the area of scientific inquiry. The number of students with disabilities, who meet or exceed the Science MEAP, will increase each year by 10%.

The Goal will Be Measured Using:
MEAP Science Assessment - 5th grade

Contact Name: Suzanne Guttowsky

List of Objectives:

Name	Objective
Increase Scientific Inquiry	The number of students who meet the proposed cut scores will increase by 5% each year on the Science MEAP.

3.1. Objective: Increase Scientific Inquiry

Measurable Objective Statement to Support Goal: The number of students who meet the proposed cut scores will increase by 5% each year on the Science MEAP.

List of Strategies:

Name	Strategy
Hands on Learning	All teachers will use hands on activities to supplement the science program in order to provide all students with opportunities for scientific inquiry.
Intervention	Teachers will provide additional instruction to at-risk students in order to help them achieve proficiency in the area of science.
Scientific Inquiry	Teachers will model and facilitate students in inquiry based learning including an emphasis on constructing and reflecting knowledge.

3.1.1. Strategy: Hands on Learning

Strategy Statement: All teachers will use hands on activities to supplement the science program in order to provide all students with opportunities for scientific inquiry.

Selected Target Areas

<p>II.2.A.4 A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.</p> <p>III.2.C.3 Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program, and the impact on student achievement.</p>
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Other Required Information for Strategy

Aims Education Foundation Resources. www.aimsedu.org/

AIMS activities directly involve students in active investigation of science concepts. Students learn science concepts more adequately when involved in hands-on science investigation. All Yale Elementary School teachers will use AIMS activities in addition to the science textbook series in order to better instruct students in science concepts. The following article supports the use of AIMS in the classroom:

Berlin, D.F. & Hillen, J.A. (October, 1994). Making connections in math and science: Identifying student outcomes. *School Science and Mathematics*, 94(6), 283-290.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Hands on Learning	2011-09-07	2016-06-17	Teachers K-5th grade RESA Consultants

3.1.1.1. Activity: Hands on Learning

Activity Type: Professional Development

Activity Description: Teachers will be updated on the best way to access hands-on lesson materials. RESA science consultant will provide professional development in the area of differentiated instructional techniques and hands-on activities including those which use technology.

Planned staff responsible for implementing activity: Teachers K-5th grade
RESA Consultants

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2016-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
AIMS activity books	Other	0.00	

3.1.2. Strategy: Intervention

Strategy Statement: Teachers will provide additional instruction to at-risk students in order to help them

achieve proficiency in the area of science.

Selected Target Areas

II.2.A.4 A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

III.2.C.3 Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program, and the impact on student achievement.

Other Required Information for Strategy

Gregory, G. H., Chapman, C., Differentiated Instructional Strategies: One Size Doesn't Fit All. Corwin Press (2002).

It is important for teachers to assess students in order to understand their individual learning needs. Teachers must then adjust instruction and student grouping in order to utilize strategies for students to be successful learners.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Differentiated instruction	2011-09-01	2016-06-01	teachers, Title I staff, principal
Extra time for projects	2011-09-01	2016-06-01	Teachers, Title I staff, principal
Test taking strategies	2011-09-01	2016-06-01	teachers, paraprofessional aides, principal

3.1.2.1. Activity: Differentiated instruction

Activity Description: Differentiated instructional techniques will be used to deliver instruction in a way that reaches at-risk students.

Planned staff responsible for implementing activity: teachers, Title I staff, principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2016-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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3.1.2.2. Activity: Extra time for projects

Activity Description: Teachers will provide extra support and time to complete inquiry based projects for students with disabilities and at-risk students.

Planned staff responsible for implementing activity: Teachers, Title I staff, principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2016-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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3.1.2.3. Activity: Test taking strategies

Activity Description: Teachers will teach students strategies for successfully taking multiple choice tests.

Planned staff responsible for implementing activity: teachers, paraprofessional aides, principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2016-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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3.1.3. Strategy: Scientific Inquiry

Strategy Statement: Teachers will model and facilitate students in inquiry based learning including an

emphasis on constructing and reflecting knowledge.

Selected Target Areas

II.2.A.4 A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

III.2.C.3 Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program, and the impact on student achievement.

Other Required Information for Strategy

The National Science Education Standards (NSES p. 23) defines scientific inquiry as "the diverse ways in which scientists study the natural world and propose explanations based on the evidence derived from their work. Scientific inquiry also refers to the activities through which students develop knowledge and understanding of scientific ideas, as well as an understanding of how scientists study the natural world."

Science A Closer Look (2008) MacMillan /McGraw-Hill

Yale Elementary School uses the textbook series Science a Closer Look at all grade levels. This textbook series was designed in response to many different forms of research including scientific research. A list of the research used to develop this series can be found at http://www.glencoe.com/glencoe_research/Science/K-6_Science_Research.pdf Yale Elementary School teachers will use strategies in this series to help students maintain and become more proficient in science concepts.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Science Fair Project	2011-09-10	2016-06-01	Teachers K-5 RESA consultants
Science Fair Projects	2010-09-07	2011-06-17	Teachers K-5th grade Principal RESA Consultants

3.1.3.1. Activity: Science Fair Project

Activity Type: Professional Development

Activity Description: Teachers will learn beneficial ways to present strategies and guide students and their families to complete a science fair project.

Planned staff responsible for implementing activity: Teachers K-5
RESA consultants

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-10, End Date - 2016-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development	Other	0.00	

3.1.3.2. Activity: Science Fair Projects

Activity Description: Teachers will facilitate students in using their acquired scientific knowledge and inquiry skills to create a project that demonstrates an ability to construct and reflect this knowledge.

Planned staff responsible for implementing activity: Teachers K-5th grade
Principal
RESA Consultants

Actual staff responsible for implementing activity: All teachers from K-5

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Science Fair Project Materials	General Funds	0.00	

Goal 4: Social Studies

Content Area: Social Studies

Development Status: Complete

Student Goal Statement: All students will be proficient in their understanding in the area of history and economics.

Gap Statement: Economically disadvantaged student scores are lower than all students. Michigan History strand scores are below the target scaled score. The Market Economy strand scores are below the target scaled score. Scaled scores for students with disabilities are lower than scaled scores for all students.

Cause for Gap: Instructional practices are not fully differentiated to meet student needs in the area of history.

Teacher comfort and familiarity with core and supplemental materials.

Teacher communication needs to increase across grade levels to discuss student mastery of concepts in history and economics.

Process data shows an increase in student engagement is needed.

Multiple measures/sources of data you used to identify this gap in student achievement: Yale Elementary Staff Perception Data (2010)
 MEAP School Demographic Report (2010)
 Social Studies MEAP School Item Analysis Report (2010)
 Yale Elementary Student Survey Data (2010)
 School Improvement Framework Self Assessment (Standard 3-Teaching and Learning) (2010)

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? All students will maintain skills so that the percentage of students meeting the scaled score on the Social Studies MEAP will remain at or above the current percentage scores.

The number of students economically disadvantaged who meet or exceed the Social Studies MEAP, will increase each year by 3% by improving in the area of history and economics.

The number of students with disabilities, who meet or exceed the Social Studies MEAP, will increase each year by 5%.

Contact Name: Suzanne Guttowsky

List of Objectives:

Name	Objective
Increase Social Studies Knowledge	The number of students who meet the proposed cut scores on the 6th grade Social Studies MEAP will increase by 5% each year.

4.1. Objective: Increase Social Studies Knowledge

Measurable Objective Statement to Support Goal: The number of students who meet the proposed cut scores on the 6th grade Social Studies MEAP will increase by 5% each year.

List of Strategies:

Name	Strategy
Cooperative Learning Techniques	All teachers will use cooperative learning techniques to increase student engagement in the area of history and economics.
Graphic Organizers	All teachers will use graphic organizers at their grade level when teaching history and economics.
Intervention	Teachers will provide additional instruction to at-risk students in order to help them achieve proficiency in the area of social studies.
Visual Learning	All teachers will use media/technology to enhance understanding of history and economics concepts through visual aides.

4.1.1. Strategy: Cooperative Learning Techniques

Strategy Statement: All teachers will use cooperative learning techniques to increase student engagement in the area of history and economics.

Selected Target Areas

II.2.A.4 A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

III.2.C.3 Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program, and the impact on student achievement.

Other Required Information for Strategy

Ellis, S., Whalen, S. Cooperative Learning: Getting started. Scholastic. 1990.

Cooperative learning methods have a significant positive impact on student academic achievement, cognitive growth, and social skills.

Johnson, D., Johnson, R., & Stanne, M., 200. Cooperative learning methods: A meta-analysis. Found on April 8, 2010 at : www.cooperation.org/pages/cl-methods.html

Johnson, David W., Johnson, Roger T., Holubec, Edythe J. Cooperative Learning in the Classroom. Association for Supervision and Curriculum. 1994.

Kagan Cooperative Learning Structures for Success! Smart Card

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Cooperative learning in the classroom	2012-01-01	2016-06-01	All teachers
Cooperative Learning Inservice	2011-09-07	2012-01-01	Teachers from K-5th grades, Social Studies team will contact the RESA Consultant

4.1.1.1. Activity: Cooperative learning in the classroom

Activity Description: Teachers will use cooperative learning strategies when teaching history and economics to increase student engagement from the professional development activity.

Planned staff responsible for implementing activity: All teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-01-01, End Date - 2016-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development	Other	0.00	

4.1.1.2. Activity: Cooperative Learning Inservice

Activity Type: Professional Development

Activity Description: Teachers will participate in professional development to learn cooperative learning strategies. Teachers will use at least one cooperative learning strategy while teaching history and economics to increase student engagement.

Planned staff responsible for implementing activity: Teachers from K-5th grades, Social Studies team will contact the RESA Consultant

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-01-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Cooperative Learning Resources	No Funds Required	0.00	0.00

4.1.2. Strategy: Graphic Organizers

Strategy Statement: All teachers will use graphic organizers at their grade level when teaching history and

economics.

Selected Target Areas

II.2.A.4 A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

III.2.C.3 Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program, and the impact on student achievement.

Other Required Information for Strategy

www.micitizenshipcurriculum.org/

DiCecco, V., & Gleason. M. (2002). Using graphic organizers to attain relational knowledge from expository text. *Journal of Learning Disabilities*, 35(4), 306- 320.

Graphic Organizers are used prior to a lesson to help students make connections to prior knowledge and to introduce specific vocabulary. During a lesson, graphic organizers help students sort information and to focus on the topic. Graphic organizers are used following a lesson to guide students into affirming or correcting their prior knowledge and to make connections to previous learning.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Graphic Organizers	2011-11-07	2016-06-10	Teachers from K-5th grades, RESA Consultants, Principal
Graphic Organizers in the classroom	2011-09-10	2016-05-31	K-5 teachers

4.1.2.1. Activity: Graphic Organizers

Activity Type: Professional Development

Activity Description: Teachers will utilize in-service time to explore the website and grade level teams will meet to discuss which elements of the activities will be used within their social studies lessons.

Planned staff responsible for implementing activity: Teachers from K-5th grades, RESA Consultants, Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-11-07, End Date - 2016-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Resources to teach Michigan Citizenship Curriculum	General Funds	800.00	0.00

4.1.2.2. Activity: Graphic Organizers in the classroom

Activity Description: Teachers will utilize graphic organizers from the Michigan Citizenship Curriculum website during social studies lessons. Teachers will use interactive boards to display the graphic organizers and supplementary resources needed to reach all students.

Planned staff responsible for implementing activity: K-5 teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-10, End Date - 2016-05-31

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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4.1.3. Strategy: Intervention

Strategy Statement: Teachers will provide additional instruction to at-risk students in order to help them achieve proficiency in the area of social studies.

Selected Target Areas

II.2.A.4 A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

III.2.C.3 Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program, and the impact on student achievement.

Other Required Information for Strategy

Gregory, G. H., Chapman, C., Differentiated Instructional Strategies: One Size Doesn't Fit All. Corwin Press (2002).

It is important for teachers to assess students in order to understand their individual learning needs. Teachers must then adjust instruction and student grouping in order to utilize strategies for students to be successful learners.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Differentiated Instruction	2011-09-01	2016-06-01	Teachers, principal, Title I director
Graphic organizers	2011-09-01	2016-06-01	Teachers, principal, Title I staff
Supplementary materials	2011-09-01	2016-06-01	teachers, principal, Title I staff

4.1.3.1. Activity: Differentiated Instruction

Activity Description: Teachers will use differentiated instructional strategies to increase skills in students at risk of not achieving standards.

Planned staff responsible for implementing activity: Teachers, principal, Title I director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2016-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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4.1.3.2. Activity: Graphic organizers

Activity Description: Teachers will utilize the graphic organizers from the Michigan Citizenship Curriculum website in order to provide at risk students with the opportunity to explore history and economics in a visual/graphic representation. Interactive boards will be used to reach and support all students including those at-risk of not achieving proficiency.

Planned staff responsible for implementing activity: Teachers, principal, Title I staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2016-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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4.1.3.3. Activity: Supplementary materials

Activity Description: While the use of technology and visual aids will help all students, at-risk students are often visual learners who will benefit from this differentiated approach. Additionally, teachers will utilize the supplementary materials to reinforce the concepts taught.

Planned staff responsible for implementing activity: teachers, principal, Title I staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2016-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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4.1.4. Strategy: Visual Learning

Strategy Statement: All teachers will use media/technology to enhance understanding of history and economics concepts through visual aides.

Selected Target Areas

II.2.A.4 A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

III.2.C.3 Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program, and the impact on student achievement.

Other Required Information for Strategy

Discovery Education. Reports on the effect of the UnitedStreaming application on educational performance. Virginia science and social studies evaluation. 2002.

Research shows that video content engages students, improves teacher performance, and changes student-teacher interaction in ways that facilitate student achievement. Therefore, strong reasons exist to expect a visual learning application to enhance educational performance.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Video Streaming	2011-11-01	2011-12-01	K-5 teachers
Video Streaming	2011-09-10	2016-06-10	K-5 teachers

4.1.4.1. Activity: Video Streaming

Activity Type: Professional Development

Activity Description: Teachers will utilize in-service time to explore the website www.unitedstreaming.com. Grade level teams will meet to create a list of videos that will enhance their social studies lessons.

Planned staff responsible for implementing activity: K-5 teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-11-01, End Date - 2011-12-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Discovery Education/ UnitedStreaming	Other	0.00	

4.1.4.2. Activity: Video Streaming

Activity Description: Teachers will use United Streaming videos, clips, and other visual aids that cover social studies concepts to provide visual learning opportunities for students.

Planned staff responsible for implementing activity: K-5 teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-10, End Date - 2016-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
United Streaming website license	Other	0.00	

Goal 5: Writing

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will demonstrate proficient writing skills across the curriculum.

Gap Statement: There was a 33% discrepancy noted between economically disadvantaged and all students on the 2010 and 2011 Writing MEAP for 4th grade students. There was also a 19% discrepancy noted between the male and female students on the 2010-2011 Writing MEAP for 4th grade students.

Cause for Gap: Instructional practices are not fully differentiated to meet the needs of students at an exemplary level.

Best practices in writing instructions are not being utilized at the exemplary level.

Multiple measures/sources of data you used to identify this gap in student achievement: - MEAP ELA Writing (grade 4) (2010)

- Parent, Teacher, Support staff and Student surveys (2010)
- School Improvement Framework Self-Assessment (2010)
- MEAP 4th Grade Demographic report (2010)
- School Data Profile (March 2010)

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? The number of economically disadvantaged students, who meet or exceed the scaled score on the writing MEAP will increase by 1% each year. Using the Write Well Score locally developed assessment will be used to measure our progress towards our goal.

The number of male students, who meet or exceed the scaled score on the writing MEAP will increase by 1% each year. Using the Write Well Score locally developed assessment will be used to measure our progress towards our goal.

The Goal Will Be Measured Using:

- MEAP Writing (grade 4)
- Score! writing samples from beginning and end of year, scored using individual grade level rubrics and scoring criteria outlined by the Yale Elementary School Literacy Plan (K-5)

Contact Name: Suzanne Guttowsky

List of Objectives:

Name	Objective
Improve Writing Skills	The number of students, who meet the proposed cut-scores on the Writing MEAP, will increase by 5% each year.

5.1. Objective: Improve Writing Skills

Measurable Objective Statement to Support Goal: The number of students, who meet the proposed cut-scores on the Writing MEAP, will increase by 5% each year.

List of Strategies:

Name	Strategy
Graphic Organizers	Teachers will use a variety of graphic organizers to improve the writing of expository text by students.
Intervention	Teachers will provide additional instruction to at-risk students in order to help them achieve proficiency in the area of writing.
Teaching Target Skills	Teachers will use a variety of models for teaching writing craft target skills to improve student writing of narrative and expository text.
Writers' Workshop Model	Teachers will use the writers' workshop model, with mini-lessons, in order to improve student writing including personal narratives using beginning, middle and end with supporting details.

5.1.1. Strategy: Graphic Organizers

Strategy Statement: Teachers will use a variety of graphic organizers to improve the writing of expository text by students.

Selected Target Areas

II.2.A.4 A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

III.2.C.3 Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program, and the impact on student achievement.

Other Required Information for Strategy

Freeman, Marcia (2004). Craftplus K-5 School-wide Writing Program and Staff Development Resource. Gainsville, FL:Maupin House.

Each Yale Elementary School teacher has a copy of this book. It defines each of the traits of writing and provides lesson ideas and samples of writing for each trait. Yale Elementary School also has a copy of the video cassettes, which visually illustrate and further educate teachers on the usage of this researched and widely used writing approach.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Graphic Organizers	2011-09-10	2016-06-01	Classroom teachers (K-5), paraprofessionals, and special education teachers

5.1.1.1. Activity: Graphic Organizers

Activity Description: Teachers may use one or more graphic organizers from the Marcia Freeman CraftPlus Program to implement along with their WriteWell curriculum to gather and sort information for expository writing with their students. These organizational techniques will help teachers to differentiate instruction to meet the needs of each student.

Planned staff responsible for implementing activity: Classroom teachers (K-5), paraprofessionals, and special education teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-10, End Date - 2016-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Marcia Freeman Craft Plus	Other	0.00	

5.1.2. Strategy: Intervention

Strategy Statement: Teachers will provide additional instruction to at-risk students in order to help them

achieve proficiency in the area of writing.

Selected Target Areas

II.2.A.4 A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

III.2.C.3 Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program, and the impact on student achievement.

Other Required Information for Strategy

teachers, paraprofessional aides, principal

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Additional Instruction	2011-09-01	2016-06-01	teachers, Title I staff, principal
Differentiated Instruction	2011-09-01	2016-06-01	teachers, Title I staff, principal

5.1.2.1. Activity: Additional Instruction

Activity Description: Students who are scoring below the expected level on writing assessments will be given one on one or small group instruction with the classroom teacher and/or support staff.

Planned staff responsible for implementing activity: teachers, Title I staff, principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2016-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

5.1.2.2. Activity: Differentiated Instruction

Activity Description: Differentiated instructional strategies will be provided to students at risk of not achieving proficiency in the area of writing.

Planned staff responsible for implementing activity: teachers, Title I staff, principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2016-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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5.1.3. Strategy: Teaching Target Skills

Strategy Statement: Teachers will use a variety of models for teaching writing craft target skills to improve student writing of narrative and expository text.

Selected Target Areas

<p>II.2.A.4 A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.</p> <p>III.2.C.3 Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program, and the impact on student achievement.</p>
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Other Required Information for Strategy

Freeman, Marcia (2004). Marcia Freeman Craftplus K-5 School-wide Writing Program and Staff Development Resource. Gainesville, FL:Maupin House.

Each Yale Elementary School teacher has a copy of this book. It defines each of the traits of writing and provides lesson ideas and samples of writing for each trait. Yale Elementary School also has a copy of the video cassettes, which visually illustrate and further educate teachers on the usage of this researched and widely used writing approach.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Target Skills	2011-09-10	2016-06-01	Classroom teachers, paraprofessionals, and special education teachers
Target Skills	2012-01-01	2014-06-01	Classroom teachers (K-5)

5.1.3.1. Activity: Target Skills

Activity Description: Teachers may choose one or more target skills presented in the Marcia Freeman CraftPlus Writing Program that coincides with the WriteWell curriculum. Teachers will choose appropriate lessons/target skills for individual genres and grade level specific curricular needs.

Planned staff responsible for implementing activity: Classroom teachers, paraprofessionals, and special education teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-10, End Date - 2016-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Marcia Freeman Craft Plus Book	Other	0.00	

5.1.3.2. Activity: Target Skills

Activity Type: Professional Development

Activity Description: Teachers will view the Marcia Freeman CraftPlus video series to refresh their knowledge and application of the target skills and the components of the program.

Planned staff responsible for implementing activity: Classroom teachers (K-5)

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-01-01, End Date - 2014-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Marcia Freeman Video series	Other	0.00	

5.1.4. Strategy: Writers' Workshop Model

Strategy Statement: Teachers will use the writers' workshop model, with mini-lessons, in order to improve student writing including personal narratives using beginning, middle and end with supporting details.

Selected Target Areas

II.2.A.4 A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

III.2.C.3 Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program, and the impact on student achievement.

Other Required Information for Strategy

Culham, Ruth (2005). *6+1 Traits of Writing: The Complete Guide for the Primary Grades*. New York:

Each Yale Elementary School teacher has a copy of this book. It defines each of the traits of writing and provides lesson ideas, rubrics, and samples of writing for each trait. Yale Elementary School also has a copy of the video cassettes, which visually illustrate and further educate teachers on the usage of this researched and widely used writing approach.

Calkins, Lucy (1983). *Lessons from a child: On the teaching and learning of writing*. Heinemann.

Lessons from a Child explains how teachers can work with children, helping them to teach themselves and each other. Matters of classroom management, methods for helping children to use the peer conference, and ways mini-lessons can extend children's understanding of good writing. The sequences of writing development and growth are thoroughly discussed.

Calkins, Lucy (2003). *Units of Study for Primary Writing*. Portsmouth, NH: First Hand Heinemann.

Each Yale Elementary School K-2 teacher has a copy of this book. It defines each of the traits of writing and provides lesson ideas, rubrics, and samples of writing for each trait.

Calkins, Lucy (2006). *Units of Study for Teaching Writing, Grades 3-5*. Portsmouth, NH: First Hand Heinemann.

Each Yale Elementary School 3-5 teacher has a copy of this book. It defines each of the traits of writing and provides lesson ideas, rubrics, and samples of writing for each trait.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional Development	2010-09-06	2012-06-10	Teachers (K-5th grades), Principal, RESA Consultants

Scoring Clinic	2010-09-07	2011-06-17	Teachers from K-5th grades Principal RESA Consultants
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5.1.4.1. Activity: Professional Development

Activity Type: Professional Development

Activity Description: Teachers will be trained to use the new WriteWell curriculum. They will be trained by RESA consultants.

Planned staff responsible for implementing activity: Teachers (K-5th grades), Principal, RESA Consultants

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-06, End Date - 2012-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Trade books, teacher training	General Funds	1,000.00	0.00

5.1.4.2. Activity: Scoring Clinic

Activity Description: Scoring clinics for narrative and informational writing designed to improve scorer reliability. Workshops increase the ability of teachers to evaluate student work and design instruction around individual student needs.

Planned staff responsible for implementing activity: Teachers from K-5th grades
Principal
RESA Consultants

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
SCORE Assessing Materials and release time	Other	0.00	

Resource Profile

Funding Source	Planned Amount	Actual Amount
Other	\$0.00	\$0.00
Special Education	\$0.00	\$0.00
No Funds Required	\$0.00	\$0.00
General Funds	\$1,800.00	\$0.00
Title II Part A	\$0.00	\$0.00
Title I Part A	\$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 a Schoolwide Reform Model, 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 staff at Yale Elementary School reviewed all relevant data pertaining to academic achievement. Grade level teams then met during Grade Level Meetings to analyze MEAP and other achievement data to look for trends. Then, the grade level teachers met with the principal to evaluate DIBELS Next/DRA results to determine need of services and instructional interventions. The school improvement team co-chairpersons attended a data evaluation day in April, 2011 at St. Clair County RESA to examine four types of data: achievement data, demographic data, perception data, and process/program data. This data was shared with the entire staff. In addition, teachers reviewed the 40 indicators of the School Improvement Framework rubric in order to determine areas needing improvement. Input from parents was solicited through presentations at monthly PTO (Parent-Teacher Organization) meetings. The data was presented, questions and concerns were noted, and appropriate response/action occurred as needed.

2. Summarize the results obtained from the comprehensive needs assessment and general conclusions drawn from those results. Include information from all four measures of data: student achievement, school programs/process, perception and demographic. More specific information will be included in your Goals/Objectives/Strategies and Activities.

Yale Elementary is a K-5 building. In 2010-2011 the student population was 377. The demographic data, according to the school profile, is broken down as follows:

The staff examined the ethnic demographic data using the 2008 Census Bureau Report for St. Clair County, Yale School District, and Yale Elementary School populations. The team found that the data for the school and district was similar to the county data.

St. Clair County Ethnicity Data:

*95.3% Caucasian
2.4% African American
0.05% Native American
0.5% Asian
2.6% Hispanic
1.2% Multi-racial*

Yale Public Schools Ethnicity Data:

97% Caucasian
1% African American
0.4% Native American
0.2% Asian
1.3% Hispanic

Yale Elementary Ethnicity Data:

97% Caucasian
0.7% African American
0.2% Native American
1.3% Hispanic

Economically Disadvantaged Students:

40.66% Yale Public Schools
44% Yale Elementary School

During the 2010-2011 school year, Yale Elementary had a special needs population of 5.1% of the total school population. The projected special needs population for the 2011-2012 school year is 3.2% of the total population.

Other demographic areas reviewed were homeless, migrant population, limited English proficiency, and students with disabilities. No notable subgroup existed at the time of review.

CONCLUSIONS DRAWN FROM THE DEMOGRAPHIC DATA:

Because there is very little ethnic diversity, extra attention needs to be placed on the minority students' achievement and social skills in order to ensure they are finding a comfortable place at Yale Elementary and are achieving at a level equivalent to the majority students.

Special attention will also be paid to students with economic disadvantages. Julie's Kids, a program started by the school social worker, raises funds and donations to meet the needs of students. The Free/Reduced price lunch and Julie's Kids programs will make sure students are adequately fed and clothed. This will go a long way to ensuring these students' basic needs are being met in order to allow them to learn.

Program/Process Data:

School Improvement Framework Self-Assessment Rubrics - Staff rated the school on 40 indicators. Of these indicators 38 were rated as "Implemented" or "Exemplary" and 2 areas were rated as "Partially Implemented". Staff will continue to focus on improving all areas working toward "Exemplary".

Yale Elementary uses School-Wide Information System (SWIS), a web-based information system designed to help school personnel use office referral data to design school-wide and individual student behavioral interventions. A very small percentage of students have extreme behavior issues and need specific interventions to be successful in the school environment. Certain months have higher rates of behavioral problems within the student population, therefore, extra support will be provided during these times.

CONCLUSIONS DRAWN FROM THE PROGRAM/PROCESS DATA:

The team determined a need for improvement in the area of collaborative inquiry and the area of results driven professional development. This will be achieved by developing a collaborative learning community through monthly grade level meetings and bi-weekly certified staff meetings. Preventative strategies will be discussed and put into place to address behavior issues during months with historically high rates of

behavioral problems.

Student Achievement Data:

The school improvement team examined MEAP data from the 2010-2011 school year, as well as reviewed past results from 2007-2010. In doing this, the team found that approximately 92% of Yale Elementary students were proficient in the area of ELA, 93.3% of students were proficient in the area of Mathematics, 89% of students were proficient in the area of Science, and 91.14% of students were proficient in the area of Social Studies.

A Trend Analysis of the 2010-2011 MEAP revealed a discrepancy in the area of students with disabilities on the ELA-Reading MEAP. A discrepancy was also noted in the areas of economically disadvantaged, students with disabilities, and gender on the ELA - Writing MEAP. A discrepancy was found in the area of economically disadvantaged on the Social Studies MEAP. Additionally a discrepancy was determined in the area of students with disabilities on the Math MEAP and the Science MEAP.

While conducting a strand analysis and item analysis of the 2010-2011 MEAP data, team members found lower proficiency on paired reading selections in the area of comprehension in all grade levels. Students in all grade levels also struggled with the area of Writing from Knowledge and Experience and Student Writing Samples. In the area of Mathematics, students scored lower on items in the areas of Measurement, Data and Probability, and Number and Operations. In Science, students in the fifth grade had difficulty with Constructing and Reflecting on Scientific Knowledge. On the sixth grade Social Studies MEAP, students scored lower in the area of Historical Perspective and Economics.

DIBELS Next Student Data from 2010-2011 was analyzed, areas of concern continue to be oral reading fluency in grades first through fifth, and initial sound fluency and nonsense word fluency in Kindergarten.

Locally developed math assessments have been implemented for all grade levels. The assessments will be evaluated yearly and updated as needed to adequately assess student learning in the area of mathematics. Yale Public Schools is currently in the process of developing grade level assessments in the areas of science and social studies to determine student achievement. Yale Elementary will implement these assessments and use the data as it becomes available.

CONCLUSIONS DRAWN FROM THE STUDENT ACHIEVEMENT DATA:

Improvement is needed in the areas of reading comprehension in Narrative and Informational text selections, reading fluency, and phonetic principle. Improvement is also needed in the area of writing from knowledge and experience. Other areas needing increased student achievement are the mathematical areas of measurement, number operations, and data and probability. The area of constructing and reflecting on scientific knowledge needs improvement, as well as, the social studies areas of historical perspectives and economics.

Stakeholders Perceptions Data:

Yale Elementary conducted a "Facilities Survey" in May 2007. The overall grade for the district was A - 25%, B-44%, C-10%, D-1%, Fail-2%, Don't know-17%. The overall grade for Yale Elementary was A-19%, B-30%, C-7%, D-1%, Fail-0%, Don't know-43%. The survey showed that community members value up to date technology as very important components of a successful educational program. Respondents indicated they receive information about schools through local newspaper, school newsletters, adult friends, and their own students.

Stakeholders are surveyed yearly to assure perceptions data is current and useful in order to drive school

improvement. In 2011, parents, students, and staff members were surveyed using the *surveymonkey.com* website. Overall respondents provided positive feedback in the areas of instruction, support for learning, school climate, and relationships.

CONCLUSIONS DRAWN FROM THE PERCEPTIONS DATA:

Based upon the results from the perceptions data of all stakeholder groups, the team determined the need to focus on communicating effectively with the key stakeholders and in using technology to enhance and engage students in instruction.

SUMMARY OF DATA REVIEW

All content areas have been identified as a goal priority in order to maintain and improve the level of proficiency. Focused interventions will be used with economically disadvantaged students in social studies and in writing. Additionally in writing focused strategies will be used to increase the proficiency of male writers.

Schoowide Reform Model

1. Describe the overarching, comprehensive, research-based concept/program that the school improvement team is implementing in order to close achievement gaps of at-risk students and increase the academic achievement of all students.

Yale Elementary School reform strategies are based around the continuous use of data in order to meet student needs. Following an RTI model, data will be evaluated minimally at monthly grade level meetings and staff meetings. Universal screeners will be used three times per year in reading, writing, and mathematics and locally developed assessments are used in the areas of science and social studies to monitor student growth.

All teachers will provide instruction to all students in the core areas following the curriculum of Yale Public Schools. Core resources which have been selected based on their alignment to the Grade Level Content Expectations and YPS curriculum will be used with fidelity to ensure all students receive the same content and strategies.

Students identified as at-risk through universal screeners will be provided with extra instructional time. Tier II interventions could include additional support from the classroom teacher or a Title I paraprofessional aide. This support can be provided during school hours, after school, or summer school. Additional support during school is scheduled when other students are doing center work that provides them with independent practice or enrichment. Tier II intervention resources available include:

-Early Success - a research-based reading intervention program for students in first and second grades who need extra support to become proficient readers. This small group model (5-7 students) provides 30 minutes of daily instruction that is in addition to the core reading/language arts program. The daily lesson plan provides explicit, direct instruction in a three part lesson plan which includes: Rereading for Fluency, Reading the Books of the Week and Working with Words/Writing Sentences.

-Soar to Success - a research-based reading intervention program for students in third grade who are reading significantly below grade level. This program uses a small-group model that uses motivating literature, reciprocal teaching, and graphic organizers to help students accelerate their reading growth.

-Read Naturally - a structured research-based intervention program which combines teacher modeling, repeated reading, and progress monitoring to improve students' reading proficiency. Using audio support

and graphs of their progress, students work with material at their skill level.

-REWARDS - a specialized reading and writing program designed to teach intermediate students a flexible strategy for decoding long words and to increase their oral and silent reading fluency. The letters in the acronym stand for: Reading Excellence Word Attack and Rate Development Strategies.

-Florida Center for Reading Research activities - a set of research-based activities in the areas of phonemic awareness, phonics, vocabulary, and reading fluency. The activities are designed to help all students, including students with disabilities and at-risk learners, become better readers.

In addition, programs have been designed to enrich and accelerate the district curriculum in order to help all students be successful learners.

-Read and Achieve; an after school program utilizing the Accelerated Reader program.

-Pro-Time in Kindergarten and the first 4 weeks of First grade to provide literacy instructional carry over.

-After-school Math Facts Practice and Successmaker/Study Island programs.

-Summer school program for at-risk students

-Student Needs Assessment Committee - a team of adults who work with a child who may not be working up to the grade level expectations. The purpose is to give teachers more intervention strategies in order to best help students learn.

-Michigan Mathematics Program Improvement (MMPI) activities

-Michigan Literacy Progress Profile (MLPP) activities

-SRA Phonemic Awareness and Phonics in Kindergarten and First grade - a program designed to: Build phonemic awareness, use essential blending strategies, learn the common sounds and their frequent spellings, develop initial spelling strategies, and acquire the confidence that leads to reading fluency.

-SuccessMaker program (grades K-2) - educational software that differentiates and personalized reading and math instruction and practice. The concepts practiced by students using this program are correlated to the Common Core Standards in the areas of math and language arts at each grade level. The program is designed to accommodate a variety of learning styles which helps students with disabilities and at-risk learners be engaged.

- Study Island (grades 3-5) - a web-based instruction, practice, assessment, and data reporting program. All concepts practiced by students using this program are based on the state curriculum standards.

-Accelerated Reader - a research-based program designed to: make essential reading practice more effective for every student, personalize reading practice to each student's current level, manage all reading activities including read to, read with, and read independently, and build a lifelong love of reading and learning in all students.

Tier III students will receive an additional 30 minutes of support in language and mathematics. This instruction will be provided by a special education teacher in small group, through inclusion, or with a pull-out program as necessary to meet the individual needs of learners. Journey's Reading Toolkit will be used to help students who are significantly below benchmark reading levels for their grade level. This resource combines intensive instruction in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension.

The success of these strategies is evaluated using weekly progress monitoring assessments. Ineffective strategies will be modified or replaced to meet the needs of students.

2. Describe how stakeholders were involved in the process of developing/selecting the reform model.

Classroom teachers and other certified support staff members all participate in goal teams. These teams accept program suggestions from the school improvement steering committee. The goal teams research and

discuss how programs fit into the total school improvement plan. The teams adjust the strategies and activities to accommodate the approved programs. Monthly, individual teachers report back to their grade level peers for input.

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.

Yale Elementary School's process to review and revise curriculum:

The Yale Public Schools' core curriculum is developed and monitored by the district's Curriculum Committee. They use a multi-step and ongoing process that guides curriculum development. Curriculum from each of the five core area is reviewed every five years. The district carries out this process in a planned and systematic manner that includes the following components:

- a. Writing a curriculum aligned to the state standards, for all classes.*
- b. Developing assessments strategies for each curricular objective.*
- c. Providing staff with professional development in best practices in all curricular areas.*

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

Timeline for Curriculum Review:

Yale Public Schools Curriculum Focus Cycle (Adopted 2002)

2011-2012 Social Studies, PE, Counseling/Career Prep

2012-2013 Science, Fine Arts

2013-2014 Math, Health

2014-2015 English Language Arts, World Languages

2015-2016 Technology, Media, Business

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

Yale Elementary School's decision making process is defined by the State of Michigan school code. The school improvement process begins with gathering data from various sources. The sources include MEAP assessments, DRA (Developmental Reading Assessments), DIBELS-Next (Dynamic Indicators of Early Literacy Skills) assessments, and the school profile and comprehensive needs assessment. This data is used in conjunction with AYP (Adequate Yearly Progress) as stated in the School Improvement Plan to determine target goals and strategies.

Once the data is collected, it is shared and discussed with goal teams. These goal teams are made up of teachers from across grade levels. First, the teams use the data to decide on the goals needed to improve and/or maintain the level of student achievement. Then, goals are aligned with the district's curriculum and Michigan Grade Level Content Expectations. Once the goals have been formulated, the teams research best practices and choose strategies that are aligned with the findings from the comprehensive needs assessment. The strategies are designed to increase the quality and/or quantity of instruction to meet the needs of all

students. Strategies will be revised or adjusted accordingly.

The School Improvement Team will use a documentation system to record the effectiveness of strategies toward achievement of the goals. The system consists of teacher developed lesson plans which are turned in to the school administrator. The strategies are recorded and documentation is reviewed by the School Improvement Team. The documentation will drive the decision making process for the School Improvement Team. All decisions shall be made by consensus. If consensus cannot be reached, the item will be discussed further, considered at a later time, or dropped. In making decisions, the following parameters will need to be followed:

- Stay within curriculum, school and district policies, and the Master Agreement
- Use research based strategies
- Consider assessment data
- Work with district administration regarding curriculum, funding, and Board of Education approval and awareness

The professional development of Yale Elementary School staff will be based on the data, goals, and strategies of the School Improvement Plan. The staff will focus their professional development based on the goals and strategies identified by the goal teams.

Instruction by Highly Qualified Professional Staff

1. Provide an assurance statement that all teachers and instructional paraprofessionals are highly qualified OR a state-approved plan is in place for staff that does not meet requirements.

All certified staff meet the highly-qualified status for their teaching positions. All instructional aides meet the NCLB federal law requirements for highly qualified instructional paraprofessionals.

Strategies to Attract High-Quality, Highly Qualified Teachers to High Needs Schools

1. Identify the experience level of key teaching and learning personnel.

Yale Elementary School certified staff consists of 25 certified teachers, 56% of the instructional staff had been teaching for more than 10 years. 92% of the certified staff had been teaching for 5 years or more, leaving 8% of the staff with 2-4 years of teaching experience.

2. List the specific initiatives implemented at the district and school level for attracting/keeping high-quality, highly qualified teachers to/in high needs schools.

There are several programs in place to ensure the highest candidates are attracted to Yale Elementary School and to encourage them to stay once they have secured a placement:

- *An intensive selection process, consisting of an interview with a panel of key stakeholders including teachers, parents, and administrators enables Yale Public Schools to secure the most qualified and competent staff available.*
- *The district provides a comprehensive new teacher training and has a strong mentorship program designed to support and retain new teachers.*
- *The district leaders work in collaboration with teachers in all areas especially curriculum development.*

- *Teacher leadership is encouraged at all levels.*
- *The small and close-knit public community consisting of the City of Yale and surrounding areas is extremely supportive of Yale Elementary School.*
- *The facilities are continually being updated which provides for a pleasant learning environment for teachers and students.*
- *Building and district level plans for core subject instruction and assessment provide a clear and explicit guide for teachers to follow.*
- *Collaboration among teachers is encouraged using structured grade level meetings.*

Through the many collaborative efforts with local universities and their pre-service teaching departments, Yale Schools has built connections with teacher candidates. This, coupled with the district's reputation for providing a high quality education, has consistently enabled Yale Public Schools to attract and retain highly qualified candidates.

3. Describe the rate of teacher turnover for the school.

Teacher retirement has been the reason for new hires during the past several years at Yale Elementary School. The turnover rate for certified staff is negligible.

4. If the school has identified a high teacher-turnover rate list the specific initiatives implemented to try and lower the rate. If the school does not have a high teacher turnover rate, enter "Not applicable" in the text box.

Not applicable

High-Quality and Ongoing Professional 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, Strategies and Schoolwide Reform Model. The specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's comprehensive needs assessment and Schoolwide Reform Model should also be included in the school-level Activities section.

Strategies to Increase Parental Involvement

1. It is critical that the school improvement team refers to the legislation included in the schoolwide school rubric as guidance while completing this section.

Describe, in detail, the Section 1118 (e)(1-5) and (14) and (f) strategies employed by the school to increase parental involvement.

Yale Elementary School will:

- Involve parents in an organized, ongoing, and timely way to plan, review and improve programs such as: parental involvement policy and school improvement plan.*
- Respond to any parent suggestions as soon as practicably possible.*
- Include a school-parent compact, a written agreement of the expectations of the school, parent, and student*

in order to help students achieve.

NCLB Section 1118

1. Provide Assistance to Parents in Understanding Standards, Assessments, and Achievement

Yale Elementary School helps parents understand the school's standards, various assessment tools, and their child's achievement by continuous communication. Yale Elementary convenes an Annual Title I meeting, Parent Teacher Conference Nights (twice yearly), and growth plan meetings (as needed). Staff explains the requirements and rights of parents to be involved and provides parents with: timely information, description and explanation of the curriculum to be used, the forms of academic assessment used to measure student progress, proficiency levels the students are expected to meet, and opportunities for decision-making related to the education of their children.

This ongoing communication also includes:

- A structured open house where teachers provide written, visual, and oral presentations to parents and students outlining the expectations and assessments used in the classroom. They also explain state standards, district literacy and math plans, and other pertinent information.*
- Report cards are sent home every 12 weeks. Progress Reports are sent home 6 weeks after report cards.*
- Local assessments results (DRA, DIBELS-Next, and district common assessments) are shared with parents during parent teacher conferences.*
- Daily Planners are used by all students in third through fifth grade and as needed in Kindergarten through second.*
- MEAP results are distributed to parents. Parents have the opportunity to meet with teachers to explain and interpret the results. Classroom teachers or the building principal meet with parents as needed to explain MEAP data.*

2. Provide Materials and Training for Parents

Yale Elementary Staff provides a wide assortment of materials and training for parents to work with their children at home. Growth plan meetings are conducted in order to ensure success for all at risk students. Growth plans are written for students who are not succeeding in any area of their educational career. These plans include data on student performance, teacher and parent concerns, and interventions to be used at home and school. If parents need specific training and materials to work with their child, teachers and the support staff provide what is needed. These materials may include: take-home copied books, leveled books, websites, practice worksheets, educational games, software, behavior plans, daily planners, and parenting resources. If parents need training in the area of reading with their child, a first grade teacher has created a DVD that can be sent home to give parents a visual model. Parents are invited and encouraged to attend the afterschool reading support program, Read & Achieve. In this setting, a parent listens to his/her child read aloud from an Accelerated Reader book and assists or observes the child taking a comprehension test on the book.

3. Train Staff to Work Collaboratively with Parents

Yale Elementary School provides teacher training on using Parent Connect (a website parents may access online to view student grades, missing assignments, classroom news, and other useful information) as a way to communicate with parents. Yale Elementary provides training to newer teachers through the district's five day New Teacher Training program, county new teacher workshops, and mentoring from a master teacher. Each new teacher is provided with a mentor for the first three years of teaching. The Yale Elementary School counselor and principal also provide support and training to staff members in the area of working with parents. They are available to meet with parents either in conjunction with teachers or separately depending upon the circumstances. Teachers have the opportunity to be trained in the creation of a classroom webpage in order to enhance communication with parents.

4. Coordinate and Integrate Parent Involvement Programs

Yale Elementary School has several programs in place to support parent involvement. These programs include:

- TEAM program (Training Educating And Mentoring)*
- Visits to the local fire hall for fire safety prevention activities*
- Partnerships with local retailers such as Target, Birchwood Mall, Vinckier's Spartan Store (a local grocery store which has a receipt saving incentive program)*
- Collecting pop tabs for Ronald McDonald House*
- Participation in the St. Jude's Math-a-thon program*
- Scholastic Book Fairs*
- Box Tops for Education*
- Career day program whereby parents and community members present career information*
- PTO and school fundraisers*
- Read & Achieve afterschool reading program*
- Award ceremonies*
- Grade level choral concerts*
- Family Education Events*
- Curriculum Nights*

5. Effectively Communicate with Parents

Yale Elementary teachers and staff offer a flexible schedule of meetings to provide training and resources for parents through school and other community providers. Yale Elementary teachers must create and disseminate a newsletter on at least a bi-weekly basis. Newsletters are written in parent-friendly language, contain information pertaining to weekly happenings, and provide parents with a variety of resources. Parents are encouraged to call teachers, write notes, and/or email teachers whenever necessary. If a parent calls the school office with a message for the teacher or about their child, the office staff notifies the teacher.

There are very few students, whose parents speak a language other than English, attending Yale Elementary. If a parent requires assistance due to language needs, the individual teacher makes the needed accommodations. More frequently, parents of students at Yale Elementary School may be non-readers or have limited reading proficiency. In these cases, teachers communicate through phone calls and in-person. Notes sent home are printed using basic vocabulary. Teachers meet with parents with limited reading skills providing hands-on basic training in child instructional techniques.

14. Provide Support for Parent Involvement

Yale Elementary School teachers strive to meet the varying needs of parents by providing flexible times to meet for growth plan meetings and conferences. Teachers meet with parents before, during, and after school, at lunch, and in the evenings. When necessary, teachers conduct phone conferences and communicate via email. Parents are encouraged, to volunteer in the classroom whenever their schedule allows. Opportunities to chaperone class and school outings are offered frequently and notice is given early providing parents who work with the opportunity to adjust schedules in order to participate. Summer learning programs, including a direct mail program and summer school are made available to parents.

F. Provide Opportunities for All Parents

Although there are very few parents in our community with limited English proficiency or migrant children, special care is taken by individual teachers in the form of home visits, meetings, and coordination with the counselor or other necessary involved staff. For economically disadvantaged or in the case of a tragedy, gift cards for groceries or gas, clothing, and a holiday gift giving program (Julie's Kids) are utilized by the staff to assist parents and families. Yale Elementary School will use Title I parent involvement funds to provide the following activities: annual Title I meeting, curriculum and assessment review nights, and family education events.

See attached Parent Involvement Policy

2. Describe the role of parents in the following schoolwide school plan/program areas:

2a. Design

Parents are involved in the design of Yale Elementary School's Improvement Plan and in school wide programs through participation in monthly meetings of the School Improvement Steering Team. The ideas and the progress of the school improvement team is reviewed in a parent-friendly format at the beginning of every School Improvement Team meeting. Parents are encouraged to ask questions about the information presented and to give input.

In order to ensure accurate and beneficial input from all stakeholders, Yale Elementary School has organized and utilizes:

- 1. Parent Advisory Committee*
- 2. Parent Teacher Organization*
- 3. Public participation at school board meetings*
- 4. Community and Parent surveys*
- 5. Teacher and Student Perception Surveys*

2b. Implementation

Parents are involved in the implementation of the School Improvement Plan and in school wide programs through the Parent Teacher Organization (PTO). Parent representatives organize special activities to support and enhance Yale Elementary School's curriculum.

2c. Evaluation

Each month, processes and information are shared with parents at the Parent Teacher Organization (PTO) meeting by the building administrator. Parent input is solicited from this group and taken back to the Yale Elementary School Improvement Steering Committee and Goal Teams.

Parent surveys are administered yearly during Parent Teacher Conferences in order to access the highest number of participants. Surveys are completed online in the school computer lab. Staff members are available to help parents who are less comfortable with technology. Paper copies of the survey are available for parents who feel completely uncomfortable using a computer. The surveys are confidential and respondent identities are not revealed to staff members who analyze and report data gathered from the surveys.

Parents are invited and encouraged to attend the annual Title I planning and evaluation meeting at Yale Elementary School. In the fall of 2011, a meeting will be held. The scope of the meeting will include an evaluation of the school-wide plan in order to gain parent input. Efforts will be made to include a wider range of parents in the implementation and evaluation of this school improvement plan by creating focus groups and using data attained from surveys in the fall of each school year. The data will be examined in order to improve programs and parent involvement.

3. Describe how the school provides individual student academic assessments results, including interpretation of those results, in a language the parents can understand.

Yale Elementary School helps parents understand the school's standards, various assessment tools, and their child's achievement by continuous ongoing communication. Yale Elementary convenes an annual Title I meeting, Parent Teacher conferences (twice yearly), and growth plan meetings (as needed). The requirements of Title I and Yale Public Schools parent involvement policy are explained. Parents are provided with: timely information, descriptions and explanations of the curriculum to be used, the forms of academic assessment used to measure student progress, proficiency levels the students are expected to meet throughout the school year, and opportunities for decision-making related to the education of their children. This communication includes:

- *Structured open house presentations where teachers provide written, visual, and oral presentations to parents and students outlining the expectations and assessments used in the classroom. They also explain state standards, the building literacy and math plans, and other pertinent information.*
- *Report cards are sent home every 12 weeks (three times per school year). Progress Reports are sent home 6 weeks after report cards (three times per year).*
- *Daily Planners are used by all students in third through fifth grade and as needed in Kindergarten through second.*
- *MEAP results are distributed to parents. Classroom teachers or the building principal meet with parents as needed to explain MEAP data.*
- *Informational meetings during the day and in the evening for the purpose of explaining the district literacy and math achievement plans and assessments.*

4. Describe the role of parents in the development of the School-Parent Compact. Provide an assurance statement that the compact is used at least annually at elementary-level parent-teacher conferences. If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

The Parent Compact is reviewed, evaluated, and shared with parents, teachers, and administrators at the Annual Title I meeting. Our student, teacher and parent compact was developed by a committee of teachers and administrators in 2002. At the 2009 Annual Title I meeting there was interest shown in developing a revised edition of the document that was in use. A committee of parents and teachers worked on revising the compact during the fall of 2009. The updated compact is shared with parents at the fall Parent Teacher Conferences. One hundred percent of parents typically attend conferences. In the event a parent is not able to attend the scheduled conference time, the compact is signed by the teacher and sent home. The parent compact was copied on NCR paper in order to provide one copy each for parent, student, and teacher.

See attached School-Parent Compact

5. Describe how the parent involvement components of the schoolwide plan will be evaluated.

A Title I Parent Survey is distributed and analyzed each spring at the annual Title I planning meeting in May or June. In addition, parents are surveyed each fall during parent teacher conferences. The fall survey attempts to reach all parents in order to assess the entire program at Yale Elementary School. Parent input is solicited during Parent Teacher Organization meetings and after parent meetings. Beginning in the fall of 2011, teachers, parents, and administrators will be invited to review and evaluate the school's parent

involvement plan and the Parent Compact. Recommendations for improvement will be considered and may be implemented.

6. Summarize the results of the evaluation and how those results will be used to improve the schoolwide program.

All parents who answered the Title I Parent Survey felt their child benefited by receiving additional academic support from paraprofessionals. Some positive qualities observed by parents were:

- one-on-one/small group work help is beneficial*
- the extra time helps children "catch up and keep up" with the classroom curriculum*
- improved confidence as the child's skills improve*
- the program develops more fluent readers*

Some changes suggested by parents were:

- more time spent in one-on-one/small groups*
- service in the classroom should occur more frequently*

These results were reviewed during the annual Title I meeting with parents. Through this discussion, four suggestions were highlighted. One suggestion was having a preschool parent program to help with kindergarten readiness. Another idea was to expand the after-school program (Read and Achieve) by including the use of the Study Island program and inviting volunteers from local universities.

The results from this survey and the annual Title I parent meeting will be used to improve the schoolwide program. One change will be to offer the opportunity for the parents of our future Kindergarten students to attend a program "Strong Starts" in November of the year prior to the beginning of kindergarten. We will provide suggestions and materials to help our parents of our future kindergarten students prepare for their first year of schooling. Another change will be the modification of the afterschool program, Read and Achieve, by opening the program to students in first through fifth grades. Second and third graders will continue to use the Accelerated Reader program to improve fluency and comprehension skills. Fourth and fifth grade students will use the computer laboratory for extra sessions of Study Island. Teachers will inform the paraprofessional aides of the

7. Attach the School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy in the Supporting Documentation section. Attach the School-Parent Compact in the Supporting Documentation section.

Preschool Transition Strategies

1. Describe preschool transition strategies (more than once a year visitation) and the training that is provided to preschool parents and/or teachers related to Kindergarten readiness skills. Describe other school level transitions that occur, if appropriate. If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

Preschool Transition Plan:

A pre-school program is available at Yale Elementary School through the Yale Children Center for preschool aged students in the community. The curriculum was developed by St. Clair County Early Childhood Directors in collaboration with kindergarten teachers, with state content expectations as a basis. Pre-school students are assessed three times a year with an assessment developed in cooperation with our kindergarten teachers focusing on kindergarten round-up needs. There is regular communication between the pre-school teacher and the kindergarten teacher. Pre-school teachers arrange for pre-school students to visit the kindergarten classroom in the spring. A bus ride (around the parking lot) for pre-school students is arranged through the transportation department. A "Summer Practice" packet, developed with kindergarten teachers, is sent with students at the end of the school year.

Kindergarten Round-up takes place in the spring. Parents and students attend. A parent orientation meeting is held to familiarize parents with Yale Elementary School Staff, educational program, and expectations. A Kindergarten Readiness Assessment is administered to all students entering Kindergarten. Parents of preschool students are invited to participate in parenting training activities.

There is a preschool staff member who serves as a representative on the Yale Elementary School Improvement Steering team. Kindergarten staff and preschool staff have the opportunity to meet for the purpose of coordinating curriculum, observations, and events.

Transitions from Elementary to Middle School:

Starting in fifth grade, classes move from a self-contained classroom setting to a process where teachers switch for content areas. This generally occurs in the areas of math, science, and social studies. This "switching" allows students to begin to transition to a junior high schedule where they rotate from class to class with different instructional leaders. Transition to Yale Junior High School involves both fifth grade students and their parents. A grouping of sixth grade students and the principal hold an information and question/answer session for each fifth grade class. Fifth grade classes visit the junior high and meet with the sixth grade teachers. An informational meeting is held for parents in May of the fifth grade year. In addition, the first two weeks of school are designed and used by Yale Junior High teachers to fully acclimate the students to their new learning environment.

Teacher Participation in Making Assessment Decisions

1. Describe how teachers participate in making assessment decisions (Ex. selection, development, frequency).

The Creation/Development of assessments:

The Yale Elementary School's Literacy and Math Achievement Plans were created by teachers in order to assess all students' learning and to identify the students at risk of not achieving state content expectations. The Literacy Plan includes the following assessments: DRA, DIBELS Next, MLPP, MEAP, Study Island and SuccessMaker. The Math Achievement Plan includes the following assessments: MEAP, Study Island, SuccessMaker, timed math fact tests, and locally developed grade-level math assessments. The plans identify when assessments must be administered. Collaboratively, the grade level teachers and administrators throughout the district identified scores of concern in all assessments.

Decision-making regarding the use of assessments:

Each spring, there is a meeting during which teachers serving as department heads and administrators are encouraged to evaluate and revise the district's Literacy Plan and Math Achievement Plan. This evaluation includes looking over the entire plan and determining the changes that are required in order to make the plan the most beneficial for all teachers and students in every grade level. Teacher involvement is a crucial

piece in all curriculum development and decision making. This is achieved through the District Curriculum Council where at least 4 teachers from Yale Elementary School represent all teachers in the curriculum writing and evaluation process. Teachers from Yale Elementary participate monthly in grade level meetings, and instructional staff meetings. At these meetings, teachers discuss assessment data and strategies to reach all learners.

2. Describe how teachers are involved in student achievement data analysis to improve the academic achievement of all students.

Student Achievement Data Analysis:

At Yale Elementary School, Grade Level Meetings are utilized to analyze student achievement data (MLPP, DIBELS Next, and DRA, etc.) and to discuss individualized student growth plans which are designed to help at-risk students achieve the expected benchmark standards.

During instructional staff meetings, grade level teachers conduct an item analysis of MEAP data in order to identify areas in which improvement is needed in the curriculum or instruction of content standards.

The professional development of Yale Elementary School staff is based upon the goals and strategies of the School Improvement Plan and data analysis of assessments. The staff focuses their professional development opportunities based on the goals and strategies identified by the school improvement goal teams.

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 Yale Public School's Literacy and Math Achievement Plans were created by teachers in order to assess all students and identify the students at risk of not achieving state content expectations. The Literacy Plan includes the following assessments: DRA, DIBELS-Next or MLPP, and SuccessMaker. The Math Achievement Plan includes the following assessments: SuccessMaker, timed math facts test, and locally developed math assessments. The plans identify when assessments must be administered. The district has identified student achievement levels of concern in all assessments.

Each spring there is a meeting during which teachers and administrators are encouraged to evaluate and revise the district's Literacy Plan and Math Achievement Plan. This evaluation includes looking over the entire plan and determining the changes that are required in order to make the plan the most beneficial for all teachers and students in every grade level. Teacher involvement is a crucial piece in all curriculum development and decision making. This is achieved through the District Curriculum Council, grade level meetings, and instructional staff meetings.

Grade Level meetings have been utilized to analyze student achievement data and discuss individualized student growth plans. The growth plans are designed to help every student achieve the expected benchmark standards.

During staff meetings, grade level teachers have done an item analysis of MEAP data in order to identify areas in which improvement is needed in instruction of content standards.

Teachers at Yale Elementary participate in the review of assessments annually. Kindergarten through fifth

grade teachers will meet to create and coordinate common assessments in all core academic areas. During this meeting there is discussion about the assessments at each grade level. Suggestions of changes to the assessment plan are noted and changes are made during the summer. The revised assessment plan is adopted and used beginning in the fall of the following year.

Kindergarten -

- MLPP (Michigan Literacy Progress Profile) Assessments
- DRA (Developmental Reading Assessment)
- DIBELS Next (Dynamic Indicators of Basic Early Literacy Skills)
- Writing Sample
- Locally Developed Math Assessment

First Grade -

- MLPP (Michigan Literacy Progress Profile) Assessments
- DRA (Developmental Reading Assessment)
- DIBELS Next (Dynamic Indicators of Basic Early Literacy Skills)
- Locally Developed Math Assessment
- WriteWell Score!
- Timed math facts test

Second Grade -

- MLPP (Michigan Literacy Progress Profile) Assessments
- DRA (Developmental Reading Assessment)
- DIBELS Next (Dynamic Indicators of Basic Early Literacy Skills)
- WriteWell Score!
- Locally Developed Math Assessment
- Timed math facts test

Third Grade -

- MLPP (Michigan Literacy Progress Profile) Assessments
- DRA (Developmental Reading Assessment)
- DIBELS Next (Dynamic Indicators of Basic Early Literacy Skills)
- WriteWell Score!
- Mathematics Assessment
- Timed math facts test

Fourth Grade -

- DRA (Developmental Reading Assessment)
- DIBELS Next (Dynamic Indicators of Basic Early Literacy Skills)
- WriteWell Score!
- Mathematics Assessment
- Timed math facts test

Fifth Grade -

- DRA (Developmental Reading Assessment)
- DIBELS Next (Dynamic Indicators of Basic Early Literacy Skills)
- WriteWell Score!
- Mathematics Assessment
- Timed math facts test

Timely and Additional Assistance

1. Provide a summary of the effective, timely, additional assistance activities provided to students that are not

mastering the State's academic achievement standards. These must also be included in greater specificity as Activities under the Goals section. Timely, additional assistance should include differentiation of instruction to meet students' individual needs within the classroom.

Students identified as not on target to meet the academic achievement standards of the state will receive timely additional assistance in any of the following ways to meet the needs of the students.

Reading:

Kindergarten

- teacher directed PALS*
- Road to the Code*

1st and 2nd grade

- Early Success/Title I paraprofessionals*
- Read Naturally*
- PALS*
- teacher directed PALS (1st)*

3rd-5th grade

- Soar to Success*
- Read Naturally*
- Phonics for Reading*
- Quick Reads*
- SuccessMaker (CCC)*
- REWARDS*

Writing:

- small group instruction/conferencing on target skills (K-5)*

Math:

1st-5th grade

- after school fact practice*
- summer school*
- differentiation (through small group vocabulary instruction, reteaching of math concepts)*

Science:

1st-5th grade

- Vocabulary reinforcement through small group instruction*
- multiple choice test taking strategy direct instruction*
- information text reading strategies*

Social Studies:

1st-5th grade

- Vocabulary reinforcement through small group instruction*

- multiple choice test taking strategy direct instruction
- information text reading strategies

2. Describe the identification process for students that are not mastering the State's academic achievement standards.

Identify students not mastering the skill:

In reading, K-5 students are identified for additional assistance through DRA and DIBELS Next data to identify benchmark, strategic and intensive student levels.

-Developmental Reading Assessment (DRA) is given to all students K-5 at least three times a year in order to measure students reading accuracy, fluency, and comprehension. (Note: Kindergarten only uses this measure twice a year.) In the case of a struggling or intensive reader, teachers use DRA or oral reading records on a more frequent basis. Student scores are reported using Achieve Data Director; a database which is used by the district to store and organize student data from many sources. Student DRA levels are used to create flexible guided reading and/or literacy groups. Yale Elementary has a literacy plan in place, which stipulates benchmark DRA levels for each testing period. Students falling below the benchmark level must be placed on a growth plan and are provided with interventions. Intervention information will follow in this narrative.

-Dynamic Indicators of Basic Early Literacy Skills (DIBELS-Next) assessment are used with all students K-5 three times a year. Results of the DIBELS assessments are used to help teachers determine whether students are intensive, strategic, or benchmark and identify any areas of needed intervention, in conjunction with the DRA assessment results. Students, who are intensive in a DIBELS assessment area, also undergo progress monitoring on a weekly basis.

All students receive 90 minutes of literacy instruction daily. Students scoring in the strategic or intensive ranges receive up to an extra 60 minutes of instruction with the classroom teacher and/or an instructional paraprofessional. Strategies that are used are research based intervention programs: Early Success, Soar to Success, Rewards, Read Naturally, Phonics for Reading, Quick Reads, Road to the Code, Peer Assisted Literacy Strategies (PALS), extra sessions of SuccessMaker and Study Island. Classroom modifications and adaptations are used to individualize instruction.

Teachers at Yale Elementary participate in professional learning communities in the form of grade level meetings which occur on a monthly basis. During these meetings

Grade level teachers collaborate to create and implement student intervention plans/growth plans. Data collected on strategic and intensive students are assessed for possible intervention plan/growth plan modifications and intervention strategy planning.

Strategic and Intensive students who are not making adequate progress are referred to the Student Needs Assessment Committee, consisting of key stakeholders who may consist of any of the following: current classroom teacher, previous classroom teacher, administrator, counselor/social worker, special education/speech and language therapist, and other staff. The Student Needs Assessment Committee meets monthly to determine the effectiveness of the interventions determined by the group. If interventions are consistently ineffective, the student is referred for further assessment.

In writing, samples are assessed three times per year. Areas of concern which are found through use of the rubric will identify students needing additional assistance. Students scoring below the expected level on the student writing sample will receive additional writing conference time from the classroom teacher, special education teacher, or instructional aide. Classroom modifications and adaptations will be used to

individualize instruction.

In mathematics, grade level math assessments and timed math fact tests are used three times a year. Data from this assessment is used to identify students who are struggling in the area of math. Math chapter tests, quizzes, and other classroom assessments can also be used to determine specific areas of need. Students below grade level expectations on the locally developed math assessment will have a growth plan developed by teachers and parents listing the additional strategies to be used to individualize instruction. Classroom modifications and adaptations will be used to individualize instruction

In science and social studies, second through fifth grade students scoring below expectations on classroom science and social studies assessments, classroom performance, and district unit assessments will receive additional classroom modifications and adaptations as needed to individualize instruction.

Coordination and Integration of Federal, State and Local Programs and Resources

1. Include a list of State educational agency and local educational agency programs and other Federal programs that will be coordinated in the Schoolwide program.

Federal:

School Lunch-Meal Reimbursement

Universal Breakfast Program

Special Education Preschool (ECDD)

Title I A

Title I Schoolwide

Title IIA

State:

Section 31A

Local:

MiBLSI

T.E.A.M (Teaching, Educating and Mentoring)

Yale Elementary Parent Teacher Organization

St. Clair Community Foundation

St. Clair RESA

St. Clair County Medical Association

Great Start/Head Start

Michigan Model for Comprehensive Health Program

Julie's Kids

2. Describe how federal, state and local programs and resources are coordinated to support the schoolwide program and initiatives in your plan.

Federal:

School Lunch-Meal Reimbursement: free and reduced lunch

Universal Breakfast Program: breakfast in the classroom is offered to all students

*Special Education Preschool: ECDD classroom services students with IEPs for academics,
Title I A supports all students academically who are at risk
Title I Schoolwide supports the staff in the design and implementation of Title I programs schoolwide.
Title IIA: provides staff training.*

State:

Section 31A: supports programs for at-risk students.

Local:

MiBLSI: supports reading and behavior interventions used in the school improvement plan.

T.E.A.M: supports student safety awareness

Yale Elementary Parent Teacher Association: supports academic programming and material needs.

St. Clair Community Foundation: offers grants to support local programs

St. Clair RESA: supports classroom services, curriculum, training

St. Clair County Medical Association: Walk for Summer Reading program

Great Start/Head Start: provides funding for parent training for all preschool students and preschool programs for qualifying students.

Michigan Model for Comprehensive Health Program: supports nutrition and health issues. This is part of the curriculum.

Julie's Kids: supports students and families in crisis

3. Describe how the school will use resources under Title I, Part A and from other sources to implement the required ten schoolwide components.

Comprehensive Needs Assessment:

Title I A supports all students academically who are at risk

Title IIA: provides staff training

St. Clair RESA: supports classroom services, curriculum, training

Schoolwide Reform Strategies:

Title I A supports all students academically who are at risk

Title IIA: provides staff training

MiBLSI: supports reading and behavior interventions used in the school improvement plan.

Instruction by Highly Qualified Professionals Staff (Teachers and Instructional Paraprofessionals:

Title I A supports all students academically who are at risk

Title IIA: provides staff training

MiBLSI: supports reading and behavior interventions used in the school improvement plan.

High-Quality and Ongoing Professional Development:

Title I A supports all students academically who are at risk

Title IIA: provides staff training

MiBLSI: supports reading and behavior interventions used in the school improvement plan.

Strategies to Increase Parental Involvement:

Title I A supports all students academically who are at risk

Title IIA: provides staff training

*MiBLSI: supports reading and behavior interventions used in the school improvement plan.
Special Education Preschool: ECDD classroom services students with IEPs for academics,*

Preschool Transition Strategies:

Section 31A

Great Start/Head Start: provides funding for parent training for all preschool students and preschool programs for qualifying students.

Teacher Participation in Making Assessment Decisions:

Title I A supports all students academically who are at risk

Title IIA: provides staff training

MiBLSI: supports reading and behavior interventions used in the school improvement plan.

Timely and Additional Assistance to Students:

Title I A supports all students academically who are at risk

Title IIA: provides staff training

MiBLSI: supports reading and behavior interventions used in the school improvement plan.

Coordination and Integration of Federal, State and Local Programs and resources:

MiBLSI: supports reading and behavior interventions used in the school improvement plan.

T.E.A.M: supports student safety awareness

Yale Elementary Parent Teacher Association: supports academic programming and material needs.

St. Clair Community Foundation: offers grants to support local programs

St. Clair RESA: supports classroom services, curriculum, training

St. Clair County Medical Association: Walk for Summer Reading program

Great Start/Head Start: provides funding for parent training for all preschool students and preschool programs for qualifying students.

Michigan Model for Comprehensive Health Program: supports nutrition and health issues. This is part of the curriculum.

Julie's Kids: supports students and families in crisis

4. Describe the coordination and integration of Federal, State and local programs and services in a manner applicable to the grade level, including: violence prevention programs, nutrition programs, housing programs, Great Start Readiness Program, adult education, vocational and technical education, and job training.

Yale Elementary is a kindergarten through fifth grade building. Adult education, vocational and technical education, and job training are not applicable.

Our local police department works with Yale Elementary in the area of violence prevention through TEAM (Teaching, Educating, And Mentoring) training for all students. Positive Behavior Support and CHAMPS is used in every classroom and throughout the building to support behavior expectations.

In the area of nutrition, Yale Elementary receives federal and state funding to support breakfast and lunch programs for students who qualify for free and reduced meals. Lessons on health, nutrition and safety are taught at each grade level through the Michigan Model for Comprehensive Health Program. District counselors and social worker work with families to access available community outreach programs in the areas of health, nutrition, and housing.

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.

Yale Elementary students (first grade through fifth grade) attend 40 minutes per week of computer technology instruction from a certified technology teacher. This enables students to be familiar with current software programs such as PowerPoint, MovieMaker, Excel, and Word. Students learn to research information using Internet Explorer. They present their research projects using the technology they have learned to use.

Each class spends at least 30 minutes per week in the Media Center where the use of technology is available for students and teachers. This allows students to conduct research, search for reading material, and take Accelerated Reader tests.

We have two computer laboratories available for classroom use. Kindergarten, first grade, and second grade use the SuccessMaker computer program 3 times per week. Third, fourth and fifth grade participate in the Study Island computer learning program 2 times per week. Students are also encouraged to use math fact practice software and online programs at school and at home. This provides students will the opportunity to practice skills and receive reinforcement of concepts previously taught. It also helps students who are working at a higher level continue to advance their learning.

Each grade level curriculum contains content expectations related to technology. All kindergarten through fifth grade classrooms will be equipped with interactive board technology to improve student engagement by the fall of 2011.

Technology is part of the district focus process. Technology needs are evaluated yearly in connection to content areas as well as an individual curricular topic. District commitment to updating, as well as introducing new technology such as interactive boards to the classroom, is a top priority. These measures support the school improvement plan and will help in the attainment of the goals.

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.

Yale Elementary staff will annually evaluate the implementation of the school-wide plan and programs throughout the school improvement process. The staff will use data from the MEAP, AYP report, School Improvement Framework Self-Assessment, teacher/parent/student perception data, and SWIS data (discipline data). District common assessments are used to determine if the building level goals have been reached. These assessments include DRA, WriteWell/Score!, and grade level math assessments. The Comprehensive Needs Assessment is then updated using the information from these sources.

2. Describe how the school improvement team determines whether the schoolwide program has been effective in increasing the achievement of students who had been furthest from achieving the standards.

The School Improvement Team, through the analysis of data, will identify students who are not achieving the expected standards. A growth plan or intervention plan will be created by the student's classroom teacher in collaboration with other instructional providers, parents, support staff, and school administrators. The staff will continue to monitor all students to ensure that the needs of the student population are being met through progress monitoring assessments. Based on the results, strategy effectiveness will be evaluated and modified or changed as needed. Achieve Data Director will be used to house all data and to generate reports for analysis.

3. Describe how the school improvement team revises the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

The school improvement process at Yale Elementary is ongoing. The School Improvement team will meet monthly to review and revise as needed to ensure continuous student improvement. One staff meeting per month will be used for professional development and/or discussions on School Improvement goals. In addition, collaboration and evaluation of progress will take place during district professional development and common planning time with administration. The plan will be revised as necessary each year based on the results of the evaluation to ensure the continuous improvement of all students.

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

Teachers and staff members at Yale Elementary School are aware of the differing needs of the families serviced. They are sensitive to language and literacy needs of stakeholders. A language survey is collected with each new student registration in order to discern language differences in students and their families. Attempts to reach stakeholders using the home language and/or simplified English are made by teachers, support staff, and administrators.

School information is shared with all stakeholders through: the district annual report/calendar that is posted on the district website, presentations and updates at PTO meetings, monthly school newsletters, and classroom newsletters.

Teachers share information about student achievement and progress toward grade level goals using:

- district developed report cards (3 times per year)
- grade level developed progress reports (3 times per year)
- growth plan meetings where student achievement data and interventions are shared with parents (every 2-6 weeks- determined by teacher and parents)
- phone calls and notes (as necessary)
- parent teacher conferences (Fall and Spring)

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 receiving Title I, Part A services 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.

Teachers and administrators are involved through membership on teacher-led goal teams. Goal teams meet once a month at a scheduled staff meeting to review progress toward implementation and status of strategies and activities. Goal team leaders participate in meetings of the School Improvement Steering Committee, which is chaired by two teachers. The team leaders report the findings of the goal team review. The steering committee discusses the progress toward each goal and the implications for needed changes in programs and/or instructional practices.

Parents are involved by attending School Improvement team meetings and providing input. This information is reported at Parent Teacher Organization meetings.

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: *<http://www.yale.k12.mi.us/distarcl.pdf>*

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: *Yes*

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: *Yes*

Comments:

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: *60-90 minutes at elementary level, 106-135 minutes 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, but we do not 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
Mrs.	Suzanne	Guttowsky	Principal	sguttowsky@yale.k12.mi.us
Ms.	Lisa	Shier	Co-Chairperson	lshier@yale.k12.mi.us
Mrs.	Kelly	Hossack	Co-Chairperson	khossack@yale.k12.mi.us
Mrs.	Stacy	Sutherland	Math/Science team leader	ssutherland@yale.k12.mi.us
Mrs.	Nicole	Kwiatkowski	Writing team leader	nkwiatkowski@yale.k12.mi.us
Mrs.	Terry	Wright	Reading Comprehension tea	twright@yale.k12.mi.us
Mr.	Jason	Leonard	Social Studies team leade	jleonard@yale.k12.mi.us
Mr.	Tom	Pemberton	Fifth grade teacher	tpemberton@yale.k12.mi.us
Mrs.	Jan	Desloover	Third grade teacher	jdesloover@yale.k12.mi.us
Mrs.	Stephanie	Goike	Second grade teacher	sgoike@yale.k12.mi.us
Mrs.	Deana	French	Parent / Board Member	dfrench@yale.k12.mi.us
Mr.	Terry	Hoist	Parent / Board Member	thoist@yale.k12.mi.us
Mrs.	Mary	Collins	Support Staff	marycollins@yale.k12.mi.us
Mrs.	Rose	Falter	Title I consultant	rfalter@yale.k12.mi.us
Mrs.	Beth	Sutton	Community Member / Public	bsutton@sccl.lib.mi.us
Ms.	Rachel	McLarty	childcare director	rmclarty@yale.k12.mi.us

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:	James Heimbuch
Address:	200 School Drive, Yale, Michigan
Telephone Number:	810-387-3231 ext. 267

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

The following documentation was attached. These are appended to this PDF and will display in the following pages:

- School-Parent Involvement Plan
- School-Parent Compact
- Template 5 Schoolwide School Improvement Plan Combining Funds/Intent and Purposes Chart



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Yale Elementary School School-Wide Parent Involvement Policy

Yale Elementary School is a safe, caring, and creative learning environment that guarantees an equal educational opportunity for every student. We believe parent involvement is the most important component to the social and academic development of successful student learners.

Part I: Policy Involvement

The Yale Elementary School Title 1 School-Wide Parent Involvement Policy was created as a collaborative effort between parents and staff. We will continue to seek their input as we update our School Improvement Plan.

Convene an annual meeting: 1118 (c) (1)

Yale Elementary School will:

- Provide information at the Open House in the fall for all parents. Information will include: Parent Involvement Policy and details of the Title I program.
- Parents will be notified of the Open House before school starts, through U.S. mail.
- A review of the Title I program will be held in May for the purpose of evaluating the program.

Offer flexible meeting times & varied activities designed to support and encourage the involvement of all parents: 1118 (c) (2)

Yale Elementary School will ensure the involvement of all parents by offering the following activities:

- Parent Conferences
- PTO Meetings
- Flexible IEP times
- Contact with counselors and social worker
- PTO Supper with Santa
- After-school Read and Achieve
- Great Start Speech Program
- Annual Parent Education Programs (child-care provided)

Involve parents in planning, reviewing, and improving the School-Wide Title 1 program, including the School and District Parent Involvement Policy: 1118 (c) (3)

Yale Elementary School will ensure the involvement of parents in planning and reviewing the School-Wide Title I program by:

- Reviewing the Parent Involvement Policy with all parents at Open house.



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le location.

t Teacher conferences for all parents. Surveys include an area for parents to

uggestions.

Policy to incorporate suggestions based on the Parent Survey results.

Holding an annual Title 1 meeting mid-year at flexible times (morning and evening) to review the Title 1 program, parent involvement policy and ask for suggestions for improvement. Provide parents with a short survey so they may provide feedback on the program both in a written and verbal format. These suggestions will be used to revise the parent school compact and parent involvement policy. Any modifications made from suggestions will be shared at the annual May Title I parent meeting.

- School Improvement topics are discussed at monthly Parent Teacher Organization (PTO) meetings.
- Work to find ways to increase communication with parents (school newsletter, classroom newsletters, District publications and website, classroom protopages, use of Parent Connect) to increase parent involvement in the School-Title 1 program.

Provide timely information about the School-Wide Title 1 Program, the academic curriculum, assessments used to measure progress, and grade level expectations: 1118 (c) (4) (A) (B)

Yale Elementary School will provide timely information through:

- Report Cards (3 times per year)
- Progress Reports (once the fall and for at-risk students as appropriate)
- Growth Plans Meeting notes
- SNAC (Student Needs Assessment Committee) to meet as needed for at-risk students according to the Math and Literacy Plans
- Parent conferences (November and February)
- School/Classroom Newsletters/District Newsletters
- District Web Site - Policy and Compact available on website
- Parent Workshops (childcare provided)
- Telephone Calls/E-mail correspondence
- Parent-Student Handbook
- Provide Planners for all students in grades 3-5 and as needed in grades K-2
- Home/School communication take-home folders

Provide parents the opportunity to interact with teachers regarding the education of their children. Include parents in the decision making process and utilize their suggestions for improvement. Revise the School-Wide plan to meet student and parent needs and share revisions with Yale Public School District: 1118 (c) (4) (C) & 1118 (c) (5)

Yale Elementary School will provide parents an opportunity to interact with their children's school by:

- Conducting a Parent Survey at November Parent Teacher conferences for all parents.
- Holding a Title 1 meeting mid-year at flexible times (morning and evening) to review the Title 1 program. To again feedback that will be used to revise the schoolwide plan in a written and verbal format.



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...ry with growth plan meetings conducted as needed for at-risk students or upon
...ween parents, teachers and school.

Part 11: Share Responsibilities for High Student Academic Achievement

Develop jointly with parents and teachers a School/Parent/Student Compact. The compact will outline ways in which the parents, school staff, and students will work together to ensure high student academic achievement. The compact will be reviewed and discussed during fall parent-teacher conferences: 1118 (d) (1) & 1118 (d) (2) (A)

Yale Elementary School will develop a School/Parent/Student compact:

- The Parent/Teacher/Student compact is developed by the School Improvement Team. Revisions are made based on the November Conference Parent Survey results and additional suggestions provided by parents.
- The compact is reviewed and given to all parents at the November Parent-Teacher Conference. Teachers discuss how the compact relates to the success of each individual child. This ensures a strong home/school connection and allows all stakeholders to acknowledge a shared responsibility.

Provide frequent reports to parents on their children's progress: 1118 (d) (2) (B)

Yale Elementary School will provide various academic reports to parents:

- Parent Connect (computers are available at school for parents who do not have a home computer)
- Report Cards (December, March and June)
- Progress Reports for all students in the fall, and for at-risk students as needed during the other two marking periods.
- Growth Plan updates (every 4-6 weeks as needed)
- SNAC meeting reports for at-risk students according to the Math and Literacy Plans
- Parent Teacher Conferences (November, February, additional conferences available upon request or for growth plans)

Afford parents reasonable access to staff. Provide opportunities for parents to volunteer, participate and observe in their child's classroom: 1118 (d) (2) (C)

Yale Elementary School has an open door policy for parents with both administration and staff. In addition, parents are encouraged to participate in the following activities:

- PTO (Parent Teacher Organization)
- Classroom Parent volunteers (work with small groups and individual students in the classroom)
- After-School Read and Achieve Program
- Chaperones for field trips
- Very Important Person (VIP) Lunch/Day
- Popcorn give away Day; MEAP Reward Fun Day; Field Day, Book Fair, Walking Club supervisors

II: Building Capacity for Involvement

Provide materials and training to parents regarding the state and local academic standards and assessments:

1118 (e) (1)

To ensure that parents are informed about academic standards and assessments, Yale Elementary School will provide the following:

- Open-house/Orientation night
- Parent Conferences (November and February and additional conferences as required by Math and Literacy Plan)
- Parent Education Night
- Local assessment information (DIBELS Next, Score! writing assessment, DRA, district common assessments) shared with parents at conferences
- Kindergarten Parent Orientation: Staff share Kindergarten expectations and provide all parents with examples of at home activities to help their child reach their highest potential.

Provide materials and training to parents: 1118 (e) (2)

Yale Elementary School offers training and materials to parents through the following events and activities:

- Annual evening Parent Workshops (childcare provided)
- School Counselor and Social Worker available to assist parents as needed.
- Provide lists of community resources to individual parents and assistance in accessing resources
- Weekly school newsletters/Classroom newsletters/District publications
- Level appropriate books are sent for at home reading
- Subject area training DVDs are being developed by grade level teachers/staff

Educate teachers, Title 1 staff and principals regarding the value of parent involvement, ways to communicate effectively with parents, and implementation of parent programs: 1118 (e) (3)

Yale Elementary School values parent involvement. Parent involvement will be encouraged throughout the school year. Training will be provided to teachers to make sure the Parent Connect component on the district website is being utilized effectively. Computers will be available for parents who may not have the technology accessible at their home. The district social worker and counselor will provide and support Yale Elementary School staff with innovative strategies to communicate and involve parents in their child's education.

Coordinate parent involvement activities with other programs: 1118 (e) (4)

Yale Elementary School will work to coordinate programs to ensure success for all:

- Great Beginnings Speech Program
- PTO



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the Kindergarten room and are invited to attend some end of the year Kindergarten

1118 (e) (3)

To ensure that all parents are informed in a timely and user-friendly manner, Yale Elementary will provide:

- Daily Take Home Folders
- School Newsletter/Classroom Newsletters/District Newsletters written in a language parents can understand
- Phone calls, e-mails

Provide support for parental involvement at their request: 1118 (e) (14)

Yale Elementary School will make every effort to support our parents and make sure their needs are met:

- Make every effort to accommodate parent requests to ensure that students and parents individual needs are met in order to foster more positive parent involvement.

Part IV: Accessibility

Parent involvement activities accessible to all parents, including those with disabilities and parents who use English as their 2nd language: 1118 (f)

Yale Elementary School will provide:

- Flexible meeting times
- Handicapped Accessible Facilities
- Home visits
- Phone Conferences
- School Newsletter/Classroom Newsletters/District Newsletters written in a language parents can understand
- Collaboration with community agencies; i.e., Community Mental Health, Department of Social Services, professional counseling services
- Transportation Assistance

Yale Elementary School SCHOOL/HOME COMPACT



Parent Agreement

I believe my child can learn best if I:

Build good habits by encouraging positive attitudes as well as regular and prompt attendance.

Acknowledge the importance of a good education by actively participating in my child's education.

Routinely set a time, place, and procedure for home learning (homework/reading).

Keep open communication by reading newsletters and signing planners.





Student Agreement

I believe I can learn best by:

Being Responsible- Come to school on time and ready to learn.

Acting Safely- Follow all school rules and expectations.

Respecting myself by doing MY best.

Keeping organized by using my planner or take home folder.





Teacher Agreement

I believe all students can learn, therefore, I will:

Be a positive role model for all students.

Assist each child in achieving his or her academic success by acknowledging and supporting their growth.

Respect and value the uniqueness of each child and his/her family.

Keep up-to-date with the best teaching techniques through on-going professional development.



TEMPLATE 5

**SCHOOLWIDE SCHOOL IMPROVEMENT PLAN
COMBINING FUNDS/INTENT AND PURPOSES CHART**

Complete a Combining Funds/Intent and Purposes chart for each school participating in the Region 3 Consolidation Pilot. Include the amount of funds from each program that will be pooled in the "Amount Pooled" column. Provide an accurate description of how the Intent and Purposes will be met for each program that will be included in the pool. Attach to the Supporting Documentation section of your Schoolwide School Improvement Plan in the MDE/Advanced Portal **and** to the Consolidated Application in MEGS, using the "LEA Planning Cycle" attachment link from the Main Menu.

District Name: <Insert District Name>		
School Name: <Insert School Name>		
Program	Amount Pooled	How will the intent and purposes of the program be met?
State Foundation Allowance and Local Tax Revenue	\$1,953,324	Classroom instruction in all core and "specials". All associated supplies and materials.
Title I, Part A	\$83,980	Additional in class academic support, after school program; and parent support
Title II, Part A	\$86132	Professional Development as described in the School Improvement Plan, reduce class size
Title III		
Section 31a		
Total	\$2,123,436	

Note: Attach to both the School Improvement Plan in the Advanced Portal and the LEA Planning Cycle attachment link in the Consolidated Application a description of the Intent and Purposes of each