School Improvement Plan

Yale Elementary School

Yale Public Schools

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Yale Elementary is located in the rural town of Yale, Michigan in St. Clair County. The School district is the largest employer in the area and there is very little additional industry in the area. So, Yale is largely a "bedroom community" with workers commuting to the larger communities of Port Huron, Flint, Detroit Area, etc. for work.

Similar to many schools in the area, Yale Elementary has seen a gradual decline in the number of students over the last several years due to families relocating to seek employment elsewhere. Approximately three hundred and forty students attended Yale Elementary during the 2013/2014 school year. Which is down approximately 120 students from the highest recorded population in 2004-2005.

The community of Yale has traditionally been very supportive of the school system.

Due to the struggling state and local economy, currently forty-five percent of students qualify for Title I assistance.

School's Purpose

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

Vision Statement
Yale Elementary School will provide 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.

Notable Achievements and Areas of Improvement

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

Yale Elementary has taken great pride in its MEAP reading scores over the last several years. All grade level scores have been at or near the top of the district and county. Over the last three years, Yale Elementary has focused efforts on the achievement of students who qualify as economically disadvantaged. Efforts will continue to ensure growth for all students.

Yale Elementary School Staff members have identified mathematics as an area needing improvement. Teaching staff is looking at additional strategies and activities to address the deficit in order to inspire growth and improved achievement.

The staff of Yale Elementary has recognizes the need for students to be successful in all subject areas. Teachers continue to improve and work on integrating cross curricular activities in order to make learning more relevant to all students and their individual and collective lives.

Additional Information

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

The staff and students of Yale Elementary work closely with district and community groups to help others in need. Donations, food drives, and other projects are done throughout the year to raise money or supplies for organizations to help those in need. Some of the organizations Yale Elementary has provided for are:

Julie's Kids - a local organization providing for students' and families' basic needs (clothing, food, school supplies, boots, glasses, etc.)

Yale Food Pantry - a local food bank for needy residents of the Yale area

American Heart Association - Hoops for Heart

American Cancer Society - coin drive donations for breast cancer awareness.

Cystic Fibrosis Walk-a-thon

Leukemia and Lymphoma society

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Our school improvement plan was discussed and updated throughout the school year. Goals, strategies, and instructional practices were reviewed at staff meetings, school improvement team meetings, and staff curriculum meetings. Through this process all staff members have a voice in our school improvement process.

Stakeholder input was gathered through a variety of methods throughout the school year. Stakeholders were emailed a school wide survey in October and November. The survey link was also included in school our school newsletters as well as our school computer lab being open during parent teacher conferences to allow access for all parents/guardians access to the survey. Over ninety percent of our parents/guardians attend parent teacher conferences which allows us to have a high percentage of participation in our survey. This survey provided information that our school staff was able to use and implement changes to meet the needs of parents and students. Parents were also informed of our School Improvement Plan during PTO meetings that were held during and after school hours. There is a public comment/concern portion of each monthly YPS Board of Education meeting where the voice of the community can be heard by those in attendance. There is a yearly Title I meeting held to review the programs and hear concerns and comments of parents, teachers, and support staff.

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

Yale Elementary stakeholders consist of the building administrator, district curriculum director, kindergarten through fifth grade teachers, support staff including school counselor and speech therapist, as well as parents from a wide range of grade levels.

School staff was responsible for the development of academic goals, strategies, and instructional activities. Parent feedback on classroom instruction, rigor, school climate, and overall quality of education their children were receiving worked as guidelines for school staff when planning. Stakeholder feedback was an important factor when considering intervention and instructional programs at alternate times throughout the year.

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

The final draft of our school improvement plan is placed on our school and district website to allow access to all stakeholders to view the plan at any time. Stakeholders may also request to view it in person in our school office.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

Student enrollment has been somewhat consistent the last several years. Staff numbers have fluctuated slightly with the addition or reduction of a classroom based on the school's overall enrollment. Student count numbers have been maintained due to an increase in non-resident enrollment.

How do student enrollment trends affect staff recruitment?

Student enrollment has been somewhat consistent the last several years. Teacher recruitment has not had to be adjusted due to major increases or decreases in staffing. New staff has been added only when active staff have chose to retire or move away for personal matters. Staff openings have been advertised locally and filled utilizing a district established four step interview process.

How do student enrollment trends affect budget?

Decreasing enrollment trends over the last ten years has created a situation where there is less flexibility in the budget to fund extra programs, professional development, classroom supplies, and the number of students per class.

How do student enrollment trends affect resource allocations?

Resource allocations have been affected by overall budget cutbacks across the district which has meant less money allocated to each building. This reduction has resulted in more materials being shared across grade levels, supply budgets being reduced, less money to upgrade current resources or purchase new resources, and larger class sizes than we have traditionally maintained.

How do student enrollment trends affect facility planning and maintenance?

Facility planning and maintenance has been negatively affect by lower student enrollment. The number of maintenance staff and their hours have been reduced. Money for physical school improvements projects has been greatly reduced.

How do student enrollment trends affect parent/guardian involvement?

The decrease in students and families has limited the number of parents available to help with our school PTO and other school functions. However, Yale Elementary routinely has over 90% participation during parent/teacher conferences and many parents make attending monthly growth plan meetings a priority. Special after school events such as Family Reading Night or Math Night are well attended.

How do student enrollment trends affect professional learning and/or public relations?

.While there is less funding for teachers and administrators to attend conferences away from the local area, efforts to provide quality professional development are a district priority. Also many opportunities are provided through the St. Clair County RESA.

What are the challenges you noticed based on the student enrollment data?

The challenges that Yale Elementary faces based on student enrollment are maintaining current staffing levels, programs, and services. Many of the new students that have enrolled in Yale Elementary qualify for special assistance and/or extra support which stretches the already limited resources.

What action(s) will be taken to address these challenges?

Administration and staff are working together to best maximize the time and resources available during the school day to meet the needs of all students. One example is departmentalizing where possible to provide the most intervention to the students who need it most. As a district, efforts are being made to attract new students and families to our schools. These efforts include advertising the Round-Up dates in the local newspaper and in the newspapers in nearby communities.

What are the challenges you noticed based on student attendance?

Yale Elementary has very few students who miss large amounts of class time. Students who are absent, usually miss school for a medical reason. In all situations, the school works closely with the families to ensure students make up any missed instruction and classroom work.

What action(s) will be taken to address these challenges?

The staff of Yale Elementary will continue to provide a safe and caring environment in which students want to attend each day. In situations where student absences become a concern, the school administrator, teachers, counselor, and social worker will work with the parents/guardians to find solutions to eliminate student absences.

Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

According to the 2013 MEAP test scores, Yale Elementary's strongest area continues to be in the area of Reading. Our students also scores highest in the county on the Science and Social Studies MEAP assessment.

Which content area(s) show a positive trend in performance?

The areas of Writing and Science both showed positive gains of about 10% on the 2013-2014 MEAP assessment. While Fourth and Fifth grade Reading scores maintain an average score above 85% proficiency.

In which content area(s) is student achievement above the state targets of performance?

Students at Yale Elementary preformed above the state average on the Third, Fourth, and Fifth grade reading MEAP assessment. Third grade has a 12% greater score, fourth grade has a 18% greater score, and fifth grade has an 14% greater score then the current state average. Third grade scored more than 10% higher then the state average on the MEAP math assessment. Fifth Grade students scored an average of 12% higher on the science MEAP assessment. Fourth Grade students also scored 5% higher on the Writing MEAP assessment.

What trends do you notice among the top 30% percent of students in each content area?

The number of students reaching a level one or two on the MEAP assessment increased for both fourth and fifth grade from the previous years score. A higher percentage of third grade students scored a one or two on the math MEAP assessment. Using STAR growth data we can see that our top 30% of students are making growth at and equal or greater rate then that of their peers.

What factors or causes contributed to improved student achievement?

Student achievement has continued to improve due to the professional development of staff on best practices, teachers using data to drive instruction, and fidelity to core curriculum. We continue to implement the RTI model and provided targeted interventions to students. Our grade level approach to RTI has allowed for teachers or paraprofessionals to work with groups of top students to provide them with appropriate challenging activities.

How do you know the factors made a positive impact on student achievement?

Student achievement is monitored using multiple assessments including DRAs, DIBELS, district built assessments, STAR assessments, classroom work and observations. As teachers learn new practices and strategies they implement them into their classroom instruction. Staff discussions during grade level meetings or at bi-monthly staff meetings are also used to check progress and understanding of best practices

and to monitor fidelity to the core curriculum.

Which content area(s) indicate the lowest levels of student achievement?

Math and Science show a low level of proficiency according to the 2013-2014 MEAP data.

Which content area(s) show a negative trend in achievement?

Writing MEAP scores for fourth grade show a negative trend from 2010 to present:
62% in 2010-2011, 54% in 2011-2012, and 47% in 2012-2013. However, 2013-2014 MEAP scores increased 8.6% compared to the previous
year.

Science MEAP scores for fifth grade show a negative trend from 2010 to present:
25% in 2010-2011, 19% in 2011-2012, and 13% in 2012-2013. However, 2013-2014 MEAP scores showed an increase of 15.8% compared
to the previous year.

In which content area(s) is student achievement below the state targets of performance?

Student achievement is below the state targets of performance in the areas of:

Mathematics - 44.6% fourth grade which is .7% below state average.

What trends do you notice among the bottom 30% of students in each content area?

When data identifying the bottom 30% of students achievement on the MEAP is analyzed, two groups tend to jump out:

Students who have continuously been on growth plans in one or more content area and have had many interventions to try to improve their
skills. This tells us that our interventions are not truly closing the gap in achievement in all needed areas only in the areas where progress
monitoring is being noted on the growth plan.

or

Students who are typically mid to high achievers in classroom work. This tells us that if students are achieving in one venue (classroom) but
not in another (standardized testing) there must be a deeper test taking issue such as anxiety and/ or lack of strategies for discerning correct
answers.

What factors or causes contributed to the decline in student achievement?

There was a decline noticed in the area of mathematics on the 2013 MEAP. It has been determined that this decline was mainly noted in areas where the current math series did not adequately meet grade level curriculum expectations. Due to outdated resources, teachers have been using supplementary materials to fill in curricular gaps. This has lead to a lack of fidelity and an inability to easily spiral and review concepts.

How do you know the factors made a negative impact on student achievement?

After an analysis of the yearly state assessment scores, it was determined that there was a direct correlation between the areas in which we scored at a lower level, and those in which the curricular resources provided by the math series were lacking.

What action(s) could be taken to address achievement challenges?

The district is currently evaluating which new math series which would provide teachers with better, more consistent resources for teaching the Common Core Mathematics Curriculum. Some grade levels have developed a weekly activity that reviews previously taught concepts which allows for a spiraling review of material and allows teachers to target individual students and assist them in areas of need.

Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?
Response:

- Economically Disadvantaged

Statement or Question: For which subgroup(s) is the achievement gap closing?*
Response:

- Economically Disadvantaged

In what content areas is the achievement gap closing for these subgroups?*

Looking at each class as they progress year to year (in each content area), the achievement gap between economically disadvantaged and non-economically disadvantaged students is remaining consistent or is changing only between a few percentage points.

How do you know the achievement gap is closing?*

Through STAR assessments we are seeing an improvement in the data between economically disadvantaged students and those who are not economically disadvantaged.

What other data support the findings?

Staff uses STAR reading and math scores as a universal screener to help identify and monitor students needing interventions. DIBELS and/or DRA assessments are administered to gain further understanding of student needs.

What factors or causes contributed to the gap closing? (Internal and External)*

Focused intervention time in the areas of reading and mathematics. Students participate in targeted intervention time during which instructional paraprofessionals and teachers focus on identified areas of need.
Students are getting their basic needs met through the Universal breakfast program during which all students have the opportunity to have a nutritious breakfast and through Julie's Kids a local organization that provides students with clothing, shelter, school supplies, etc. when it is needed. All of these factors make it more possible for the students and families to focus on academics. The school is improving communication with all parents by using traditional means and more use of social media to keep families informed and build school pride.

How do you know the factors made a positive impact on student achievement?

School data from MEAP test scores and other assessments has been noted to show a positive impact on student achievement. One example is using STAR growth reports to show individual, classroom, grade level, and specific subgroup achievement data. This data is then used for the purpose of targeting the instructional needs of students. STAR reports provide teachers with relevant data to track the growth of the bottom 30% of students.

Parent perception data indicates a high score in the area of communication between school and home.

What actions could be taken to continue this positive trend?

Continue the local programs that provide for students, ensuring their needs are being met. Continue to offer interventions for students in order to close the gap in achievement. Staff will work to increase proficiency in their use of data as a tool to drive instruction.

Statement or Question: Which subgroup(s) show a trend toward decreasing overall performance?
Response:

- None

Statement or Question: For which subgroup(s) is the achievement gap becoming greater?*
Response:

- None

In what content areas is the achievement gap greater for these subgroups?*

Due to a limited number of students in each subgroup, as well as inconsistent trends, no significant achievement gap can be noted.

How do you know the achievement gap is becoming greater?*

Due to a limited number of students in each subgroup, as well as inconsistent trends, no significant achievement gap can be noted.

What other data support the findings?*

Due to a limited number of students in each subgroup, as well as inconsistent trends, no significant achievement gap can be noted.

What factors or causes contributed to the gap increasing? (Internal and External)*

Due to a limited number of students in each subgroup, as well as inconsistent trends, no significant achievement gap can be noted.

How do you know the factors lead to the gap increasing?*

Due to a limited number of students in each subgroup, as well as inconsistent trends, no significant achievement gap can be noted.

What actions could be taken to close the achievement gap for these students?*

Due to a limited number of students in each subgroup, as well as inconsistent trends, no significant achievement gap can be noted.

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

The number of ELLs is insufficient to be considered a subgroup.

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

All students who are at risk of not achieving are put on a Growth Plan. Growth Plans consist of teacher and parent observations, any data teachers use to evaluate learning/skills, school interventions and the effectiveness of each, and finally home interventions. Students who do not show growth consistently are referred to the SNAC (student needs assessment committee) process where more detailed interventions/special education assessments are advised and conducted. In addition, students who qualify for special education services participate in a program tailored to meet their specific needs consisting of a mix of inclusion and resource room instructional settings.

How are students designated 'at risk of failing' identified for support services?

In the district Literacy Plan and Math Plan, benchmark levels of achievement are identified. Students not reaching this benchmark are put on a growth plan. If the interventions tried through the growth plan are not closing the gap and students continue to be at risk of not achieving, a SNAC (Student Needs Assessment Committee) convenes to have a more aggressive approach to interventions. The SNAC is also the first step in identifying the students strengths and weaknesses as part of the identification process for special education services.

What Extended Learning Opportunities are available for students (all grade configurations respond)?

Yale Elementary School offers a summer school program that is unique in the way that the purpose is designed to bridge the gap between grades by giving students a jump-start to the new school year.

Read and Achieve is an after-school program where students and their parents (if available) read and take comprehension tests on the Accelerated Reader program.

National Honor Society students from the high school work with small groups of upper elementary students to review skills and provide

homework assistance.

Through a grant, the Successmaker program is available to selected at risk students. This is done both at school and in the student's home.

4th and 5th grade students who have shown an aptitude for science learning were chosen to participate in countywide Science Olympiad Events.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	12.0

What is the school doing to inform students and parents of Extended Learning Opportunities?

Staff invite students to participate in summer school at growth plan meetings. Students were identified and chosen to participate in the Successmaker program based on individual achievement data. The Read and Achieve program is offered to students at the teacher's discretion.

Label	Question	Value
	What is the total FTE count of teachers in your school?	16.54

Label	Question	Value
	How many teachers have been teaching 0-3 years?	3.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	2.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	11.0

Label	Question	Value
	How many teachers have been teaching >15 years?	5.0

What impact might this data have on student achievement?

Yale Elementary teachers and support staff have many years of experience. Due to the low turnover rate of school staff, teachers become familiar with the grade level standards and student development expectations. This allows teachers to create an academically challenging

environment for all students in their class.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	29.5

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	132.0

What impact might this data have on student achievement?

District Professional Development Days provide targeted grade level instruction on Common Core ELA and Math strategies that classroom teachers can implement to improve classroom instruction and improve student performance.

Overall, building staff misses very few days and understands the importance of being with their students on a consistent basis. The majority (over 60%) of medical sick leave requests this year have been due to maternity leave.

Perception Data - Students

Which area(s) indicate the highest overall level of satisfaction among students?

The current student population indicated many areas of satisfaction. Using the Advanc-ed website student survey many areas recorded scores above 85 percent. Some of these are: students believe their teacher has high expectations for student achievement, principals and teachers want every student to learn, students feel safe at school, teachers care about students, teachers provide positive reinforcement, and principal and teachers get students ready for the next grade.

Which area(s) show a positive trend toward increasing student satisfaction?

 A higher percentage of students stated they have fun learning and they are challenged by the work they are doing in class. More students also felt that they were treated fairly and with respect by teachers, administrator and the support staff.

the 2013-2014 survey was a newly adopted survey. This makes it difficult to identify trends.

What area(s) indicate the lowest overall level of satisfaction among students?

The areas which indicated the lowest overall level of satisfaction are: family participation in school activities and students feeling a connection to staff other than their own classroom teacher.

Which area(s) show a trend toward decreasing student satisfaction?

Due to adopting a new survey format this year, we are unable to identify a trend in this area.

What are possible causes for the patterns you have identified in student perception data?

Possible causes for the patterns noticed in our student perception data is the improvement of our school wide positive behavior plan and teacher professional development. Our staff is committed to providing a safe and caring learning environment for all students and providing a rigorous academic curriculum to prepare students for a successful future.

What actions will be taken to improve student satisfaction in the lowest areas?

School staff will continue to work with parents and students to help families feel more valued and welcome in our school building. Staff members will continue to create a warm and caring school environment that encourages all students to treat each other and staff with respect. Staff will work to create more opportunities for students and staff at different grade levels to interact and build relationships/sense of community. Continued professional development will allow teachers to improve upon and learn new strategies to increase student

engagement and learning.

Perception Data – Parents/Guardians

Which area(s) indicate the overall highest level of satisfaction among parents/guardians?

Parents and Guardians who participated in our school wide survey indicated a high level of satisfaction in many areas such as: teachers help parents to understand their child's progress, the curriculum is equitable and meets the students learning needs, school staff has high expectations for student achievement, and the school's purpose statement is clearly focused on student success. All areas had an average score no lower than 4 out of 5.

Which area(s) show a trend toward increasing parents/guardian satisfaction?

Trend data is not available at this time due to the adoption of an updated parent survey.

Which area(s) indicate the overall lowest level of satisfaction among parents/guardians?

The area that received the lowest level of satisfaction among parents was a lack of updated technology available for student use.

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

Trend data is not available due to the adoption of an updated parent/guardian survey.

What are possible causes for the patterns you have identified in parent/guardian perception data?

There is an overall high level of satisfaction among stakeholders which we believe is due in part to consistent communication with parents.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

School staff members are always looking for ways to increase parent satisfaction and involvement. Continuing to provide a high quality education in a safe and caring environment will always be our first priority because we know that is what our stakeholders expect from us. Updating and improving technology resources for student use is currently a focus for Yale Public Schools. Throughout upcoming years, infrastructure and equipment will be improved to keep up with today's technological advances. Staff is also searching for new ways to encourage parent involvement during and after school.

Perception Data – Teachers/Staff

Which area(s) indicate the overall highest level of satisfaction among teachers/staff?

Teachers/staff at Yale Elementary indicate several areas of high satisfaction including: our school provides quality staff members to improve student learning and our school has a continuous school improvement process based on data, goals, actions, and measures for growth.

Which area(s) show a trend toward increasing teacher/staff satisfaction?

Due to the adoption of a new survey, trend data is not available at this time.

Which area(s) indicate the lowest overall level of satisfaction among teachers/staff?

The lowest overall level of satisfaction among teachers/staff is: our school ensures all staff members are trained in the evaluation, interpretation and use of data and our school provides sufficient material resources to meet student needs.

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

Due to the adoption of a new survey, trend data is not available at this time.

What are possible causes for the patterns you have identified in staff perception data?

Similar to many areas of the school and district budgets, extra money to allow time for teacher training and new/updated resources and materials is in short supply.

Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

N/A

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

Decisions about curriculum, instruction, and assessment are made after going through a process that includes teachers, administrators, support staff, and community stakeholders.

Minor decisions about curriculum, instruction, and assessment are discussed at School Improvement meetings where staff is represented by teachers in each subject area. These staff members share and discuss ideas with the administrator in an effort of continued improvement. Staff members then go back and discuss any possible changes or ideas with fellow staff members seeking feedback. Changes are then be discussed and possibly implemented at the next staff meeting or School Improvement meeting. There is also a parent member of our School Improvement team to assists staff with these decisions.

Any large scale changes in curriculum and instruction are done through curriculum committee meetings where administrators and teachers work together in the decision making process. Goals and expectations are set to guide committee members as they brainstorm possible solutions. Time is given for feedback and research by all parties involved to ensure the best decision is being made. Committee members meet throughout the year to monitor progress and inform staff of any changes or new information. Information is also discussed at school staff meetings throughout the process to ensure support and feedback from all parties involved in the process.

Once all information has been gathered, recommendations from the committee are made, the administrative team works to gather the necessary materials and professional development is ordered and organized.

What evidence do you have to indicate the extent to which the standards are being implemented?

New Math and Reading Curriculum Maps/Pacing Guides have been developed or are in the process of being developed by each grade level. All teachers are required to indicate which standards they are covering in their weekly lesson plans. Starting next year, all staff will be using an online planbook that monitors which standards and school improvement goals teachers are using in class. District and unit assessments have been reviewed and revised to reflect Common Core and Smarter Balanced style assessments as well.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes	All students in Yale Elementary are tested using our STAR testing program. Kindergarten and First grade students use the Early Literacy assessment that includes basic math concepts. Second through Fifth grade students take the STAR reading and MATH assessments multiple times a year. This information provides beginning, mid, and end of year data, as well as progress monitoring. MEAP data is also used in third through fifth grades. DIBELS and DRA assessments are also used by teachers to monitor student growth. Teachers also use district math assessments to monitor student growth.	

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://www.yale.k12.mi.us/	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	N/A	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	N/A	

Label	Assurance	Response	Comment	Attachment
	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	Yale Public Schools follows all state and federal laws and regulations in the hiring process.	

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Joseph Haynes, Director of Personnel, Title Services, and Curriculum. 198 School Drive Yale, MI 48097 810-387-3231	

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		Parent Involvement Policy

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	Yale Elementary School use a student, parent, teacher compact that is reviewed and signed each year at the first parent-teacher conference.	Parent-Teacher-Student Compact

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes	A copy of the school/district wide professional development calendar is attached. This calendar is developed by staff and administrators to ensure consistent growth in areas of need.	2014 2015 YPSD Professional Development Calendar

Health and Safety (HSAT) Diagnostic

Introduction

The content for this tool comes directly from the Healthy School Action Tool (HSAT) Assessment (http://www.mihealthtools.org/hsat), an online tool for school buildings to assess its school health environments. 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.

This diagnostic is optional and should be completed only if you took the HSAT.

Health and Safety (HSAT)

The following assurances come directly from the Healthy School Action Tool (HSAT) Assessment, 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.

	Statement or Question	Response	Rating
Question 1	Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 2	All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.	Yes	N/A

	Statement or Question	Response	Rating
Question 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.	Yes	N/A

	Statement or Question	Response	Rating
Question 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.	Yes	N/A

	Statement or Question	Response	Rating
Question 5	Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.	Adopted policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 6	All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.	No	N/A

	Statement or Question	**Response**	**Rating**
Question 7	The health education curriculum used in our school is the Michigan Model for Health® Curriculum.	No, but use a health education curriculum	N/A

	Statement or Question	**Response**	**Rating**
Question 8	The health education curriculum used in our school involves student interaction with their families and their community.	Yes	N/A

	Statement or Question	**Response**	**Rating**
Question 9	Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.	Adopted policy, fully implemented	N/A

	Statement or Question	**Response**	**Rating**
Question 10	At our school, physical education teachers annually participate in professional development specific to physical education.	No	N/A

	Statement or Question	**Response**	**Rating**
Question 11	Our school uses the Exemplary Physical Education Curriculum (EPEC)	Exemplary Physical Education Curriculum (EPEC)	N/A

	Statement or Question	**Response**	**Rating**
Question 12	At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.	Yes	N/A

	Statement or Question	**Response**	**Rating**
Question 13	Our school offers the following amount of total weekly minutes of physical education throughout the year.	59 minutes or less at elementary level, 105 minutes or less at middle/high level	N/A

	Statement or Question	**Response**	**Rating**
Question 14	Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.	Adopted policy, fully implemented	N/A

	Statement or Question	**Response**	**Rating**
Question 15	The food service director/manager participated in professional development related to food or nutrition during the past 12 months.	Yes	N/A

	Statement or Question	**Response**	**Rating**
Question 16	The food service director/manager supports/reinforces in the cafeteria what is taught in health education.	Yes	N/A

	Statement or Question	**Response**	**Rating**
Question 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.	Yes	N/A

	Statement or Question	**Response**	**Rating**
Question 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.	Yes	N/A

	Statement or Question	**Response**	**Rating**
Question 19	Our school has a health services provider or school nurse accessible to students.	Yes, but we do not have a health services provider or school nurse for every 650 students	N/A

	Statement or Question	**Response**	**Rating**
Question 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.	Written policy, fully implemented	N/A

	Statement or Question	**Response**	**Rating**
Question 21	Our school has a system in place for collecting relevant student medical information.	Yes	N/A

	Statement or Question	**Response**	**Rating**
Question 22	Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.	Adopted policy, fully implemented	N/A

	Statement or Question	**Response**	**Rating**
Question 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.	Yes	N/A

	Statement or Question	Response	Rating
Question 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.	Yes	N/A

	Statement or Question	Response	Rating
Question 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.	Yes	N/A

	Statement or Question	Response	Rating
Question 26	During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.	Yes	N/A

	Statement or Question	Response	Rating
Question 27	Our school's mission statement includes the support of employee health and safety.	No	N/A

	Statement or Question	Response	Rating
Question 28	During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.	No	N/A

	Statement or Question	Response	Rating
Question 29	During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.	Yes	N/A

	Statement or Question	Response	Rating
Question 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.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 31	Our school has a parent education program.	No	N/A

	Statement or Question	Response	Rating
Question 32	During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.	Yes	N/A

	Statement or Question	Response	Rating
Question 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).	Access to all indoor facilities	N/A

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

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 and cross-level meetings to analyze MEAP and other achievement data to look for trends. Trends were reported to the principal and to the School Improvement Steering Committee. Then, grade level teachers met with the principal to evaluate STAR and DIBELS Next/DRA results to determine need of services and instructional interventions. The school improvement team co-chairpersons attended 2 data evaluation days in March and April of 2014 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 School Improvement Plan to determine areas needing improvement. Input from parents was solicited through an online survey and at monthly PTO (Parent-Teacher-Organization) meetings.

2. What were the results of the comprehensive needs assessment?   What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

Yale Elementary is a K-5 building. In 2013-2014 the student population was consistently around 335 students. This is a decrease in student population from 456 students in 2004-2005.

In the last three years Yale Elementary has successfully meet state AYP/Scorecard standards. Yale Elementary received a rating of Yellow for the 2012-2013 school year earning 32/40 points and has a 68 PR score on the states top to bottom ranking. The areas not receiving points were the Bottom 30% for all subject areas expect reading. The lone subgroup, economically disadvantaged received two out of two points in all areas.

The demographic data, according to the school profile, is broken down as follows:
The staff examined the ethnic demographic data using the MiSchooldata.org webstie for St. Clair County, Yale School District, and Yale Elementary School populations for the 2013-2014 school year. The team found that the data for the school and district was similar to the county data.

St. Clair County Ethnicity Data:
88.25 % Caucasian
4.31% African American
0.5% Native American
0.6% Asian
3.78% Hispanic
2.4% Multi-racial

Yale Public Schools Ethnicity Data:
95.5% Caucasian
0.6% African American
0.24% Native American

0.15% Asian

2.58% Hispanic

Yale Elementary Ethnicity Data:

93.11% Caucasian

0.6% African American

0.3% Native American

0.3% Asian

4.79% Hispanic

Economically Disadvantaged Students:

38.75% Yale Public Schools

45.5% Yale Elementary School

* 47% of the bottom 30% are considered economically disadvantaged students

During the 2013-2014 school year, Yale Elementary had a special needs population of 11.4% of the total school 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.

Program/Process Data:

School Improvement Framework Self-Assessment Rubrics - In 2013-2014, the staff rated the school on 40 indicators. Of these indicators 39 were rated as "Implemented" or "Exemplary" and 1 area was rated as "Partially Implemented". Staff will continue to focus on improving all areas working toward "Exemplary". On the 2013-2014 Ed Yes! Report, the staff at Yale Elementary rated the school using the School Process Rubric. Data showed that all areas were rated a 3 or above with the exception of one area that was rated 2.75. The area indicating a need for improvement were Shared Leadership. Yale Elementary began using a new school management system called Skyward, a web-based information system which assists school personnel in using 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. Specific locations have also been identified where a large percentage of behavioral problems occur and continued improvement has been made in these areas.

Student Achievement Data:

The school improvement team examined MEAP data from the 2013-2014 school year, as well as reviewed past results from 2009-2013.   A trend analysis of the 2013-2014 MEAP data revealed some discrepancy:

Mathematics:

There is a 13% difference in the achievement of third grade female and male students with the female students scoring higher. There is a 12% discrepancy in the the achievement of fifth grade male and female students with the male students scoring at a higher level of proficiency. There was also a 12% discrepancy of achievement with economically disadvantaged students in fifth grade. A huge discrepancy (40%) in third grade was noted with economically disadvantaged students.

This year 52.8% of 3rd grade students, 44.6% of 4th grade students, 45.9% of 5th grade students, and 49.7% of 6th grade students achieved a level of proficient on the Math MEAP. Our school target score was a 53.74 for 2013-2014 and will be 57.65 for 2014-2015.

Reading:

Some discrepancies were noted in the area of reading in fifth grade between the male and female students with the males scoring 19% higher than female students. The economically disadvantaged students level of proficiency was 14% lower than the proficiency of their non-economically disadvantaged fifth grade peers. A 19% discrepancy was noted with third grade economically disadvantaged students.

This year 73.6% of 3rd grade students, 86% of 4th grade students, 85.2% of 5th grade students, and 80.8 6th grade students achieved a level of proficient on the Reading/ELA MEAP. Our school target score was a 77.82 for the 2013-2014 school year and will be at 78.71 for the 2014-2015 school year.

Writing:

There continues to be a significant difference (19%) in the achievement of fourth grade female and male students in the area of writing with the female students scoring at a higher level. A difference of 12% was noted in the proficiency level of students with economic disadvantages.

This year 55.4% of our 4th grade students passed the writing MEAP assessment. Our target score was 62.52 for the 2013-2014 school year and will be 65.33 for the 2014-2015 school year.

Science:

There was a 22% discrepancy in the achievement of fifth grade males and females in the area of Science with males scoring significantly higher.

Only about 15% of all 5th grade students performed satisfactorily on the Science MEAP in 2012 and in 2013 the level of proficiency increased to 29%. Our target score for proficiency was 32.48 for the 2013-2014 school year and will be 39.05 for the 2014-2015 school year.

Social Studies:

45.5% of 6th grade students passed the Social Studies MEAP assessment. This is 20% higher than the state and 15% higher than the county average. Female students scored higher than male students for the first time in since 2011. There is a 15% difference in proficiency between economically disadvantage students and their peers. Our proficiency target score for the 2013-2014 school year was 56.42% and will be 65.33% for the 2014-2015 school year.

While conducting a strand analysis and item analysis of the 2013-2014 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. Fourth grade students struggled in all areas on the Writing MEAP.   In the area of Mathematics, third grade students scored lower on items in the areas of Addition and Subtraction Fluency. Fourth grade students struggled with items in the areas of fractions and geometry. Fifth grade students struggled with items in the areas of decimals and fractions, geometry, and making connections. In Science, students in the fifth grade had difficulty with items on Earth Science and scientific processes. In 2013, teachers began to use STAR Math, Reading, and Early Literacy assessments to help guide instruction and instructional grouping. This program has allowed Yale Elementary School teachers and instructional staff to monitor the progress of the bottom 30% and the economically disadvantaged students of all grade levels. Yale Public Schools, with St. Clair county RESA, 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.

Stakeholders Perceptions Data:

Yale Schools 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 2013-2014, the Advanc-ed survey was used to collect data from parents/stakeholders, instructional staff members, all students grades Kindergarten-fifth. Overall respondents provided positive feedback in the areas of instruction, support for learning, school climate, and relationships.

3. How are the school goals connected to priority needs and the needs assessment? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

The school goals are created using data collected from MEAP testing, STAR testing, DIBELS/DRAs, and classroom assessments and observations. Teachers, administrators, and parents review all information looking for trends in areas of academic strengths and weaknesses as well as trends based off of student demographics. All academic goals are based on student growth in STAR reading and math as well as grade level MEAP scores in all subjects.

All will be proficient in the area of Mathematics
Strategies and interventions will be focused on the achievement of all students and the subgroups of bottom 30% and/or economically disadvantaged. Instructional staff also gives special attention to addressing gender achievement differences.

All will be proficient in the area of Science
Strategies and interventions will be focused on the achievement of all students. Instructional staff provides extra support as needed in this area by focusing on added reading comprehension of content area text and vocabulary through various research based intervention programs (for example: REWARDS, Read Naturally, Quick Reads, etc.).

All will be proficient in the area of Social Studies
Strategies and interventions will be focused on the achievement of all students. Instructional staff provides extra support as needed in this area by focusing on added reading comprehension of content area text and vocabulary through various research based intervention programs (for example: REWARDS, Read Naturally, Quick Reads, etc.).

All will be proficient in the area of Writing
Strategies and interventions will be focused on the achievement of all students. Additional conferencing time will be provided for students who are struggling in this area by the classroom teacher and support staff.

All will be proficient in Reading and comprehending a variety of text material across the curriculum.
Strategies and interventions will be focused on the achievement of all students. The subgroups of Bottom 30% and Economically disadvantaged students who are not achieving proficiency in reading will be invited to participate in the Yale Elementary School summer school program. Additional instructional time will also be given to students who are not achieving proficiency.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

The needs of the whole population are addressed as the goal is written to include all students (for example: All students will improve proficiency in the area of Mathematics.) The subgroups of Bottom 30% and Economically Disadvantaged students are identified and progress is monitored on the STAR program in the areas of Reading and Mathematics. Data is analyzed at least one time each trimester at grade level meetings which include the Administration, grade level teachers, special education teacher, and the para-professional instructional aides.

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

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 trimester grade level meetings and/or 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. Students will also take STAR reading and math assessments multiple times throughout the year to measure growth and identify student interventions.

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 Common Core State Standards and YPS curriculum will be used with fidelity to ensure all students are exposed to the same content and strategies.

Mathematics:

The strategies and activities that will reach all students are

- Differentiated instruction with the Accelerated Math program, 90 minute math block.

- Math fact proficiency with targeting math fact practice.

- Problem solving with Math journaling, math talk and instruction of multiple problem solving strategies.

- Math vocabulary with purposeful instruction of the vocabulary and test taking strategies.

Science:

The strategies and activities that will reach all students are:

- Differentiated instruction with the implementation of inquiry based learning, science fair projects, and integration of informational text comprehension strategies into the reading instructional block.

- Test taking strategies with focus on keywords and extended response items

- Integration of technology with the use of digital resources and increased student access to iPads and Chromebooks in order to give more opportunities to discover scientific knowledge.

Social Studies:

The strategies and activities that will reach all students are:

- Graphic Organizers with the use of Michigan Citizenship Collaborative Curriculum (MC3)

- Differentiated instruction with cooperative learning opportunities

- Test taking strategies with strategies for multiple choice test items and extended response items

- Integration of technology with video streaming and increased student access to iPads and Chromebooks in order to give more opportunities to research social studies concepts.

Writing:

The strategies and activities that will reach all students are:

- Graphic Organizers with the 4-Square writing model

- Integration of technology with keyboarding skills and digital storytelling

- Writer's Workshop Model

Reading:

The strategies and activities that will reach all students are:

- 90 minute reading block

- Comprehension strategies with the use of the Shape Go Map and content literacy strategies

- Metacognition with questioning strategies

- Universal Screener with STAR Reading assessment

- Test taking strategies with instruction on Key words and extended response items

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

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, afterschool, or summer school. The success of these strategies is evaluated using progress monitoring assessments. Ineffective strategies will be modified or replaced to meet the needs of students. Using the data to identify specific skills that need improvement allows for staff to create/use interventions that fit just that need. This allows the students to close gaps quickly and to better understand tier I or classroom instruction indepently. Teachers also learn new strategies from intervention programs that they can apply or modify to fit their whole class instruction.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

All the strategies chosen for the School improvement plan were chosen because the team feels there is a need for focus on that area. Strategies that were specifically chosen to address issues demonstrated on the needs assessment are:

Mathematics:

Third grade students are not achieving a high level of proficiency in the area of Addition and Subtraction fluency so the strategy of math fact fluency will address this area of concern.   Fourth and fifth grade students are not achieving a high level of proficiency in the area of Fractions and Decimals so the strategy of differentiated instruction will address this area of concern through the increased use of manipulatives.

Science:

Fifth grade students are not achieving a high level of proficiency in the areas of Life Science and Scientific Processes. Differentiated instruction as well as increased science inquiry lessons will address this area of concern.

Social Studies: Students are not achieving a high level of proficiency in the areas of Civics/Government and Economics. These areas of struggle will be addressed by using the Michigan Citizenship Collaborative Curriculum with greater fidelity.

Writing: Students are not achieving a high level of proficiency in the area of Writing from Knowledge, Peer Editing and Revision. These areas will be addressed by consistently using graphic organizers and the Writer's Workshop Model.

Reading: Students are not achieving a high level of proficiency in the area of Comprehension of Paired Reading Selections. This area is

being addressed by using graphic organizers to aide in comprehension and instruction of cognitive strategies to assist students in monitoring their own comprehension,

Differentiated Instruction strategies for each curricular area and helping close the gap of our bottom 30%.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

Our school wide intervention program focuses on Math and Reading skills. Kindergarten receives an hour of paraprofessional support four days a week where students would in small groups on specific skills. First through fifth grade receive 45 mins of intervention time with paraprofessionals that is used to support math and ELA. Students who struggle on the Science and Social Studies state assessments are also the students who struggle with reading skills. By focusing on targeted skills that are transferable to

Tier II intervention resources for Reading available include:
-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.
-Student Needs Assessment Committee - a team of adults who work to identify and evaluate interventions for 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.
-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.
-Reading Eggs program - gives K-1 students time to practice early literacy skills
-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.
-Accelerated Math- a research-based program which helps teachers personalize math practice, differentiate instruction, monitor progress, and make data-driven decisions to guide each student to success.
-STAR Math, Reading, and Early Literacy Assessments- STAR assessments are computer adaptive, using sophisticated item calibration and psychometrics to dynamically adjust to each student's unique responses. Fully supported by extensive research, they are easy to administer and yield the valid, reliable, actionable data educators need.

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 pullout program as necessary to meet the individual needs of learners. Specific needs are assessed through data collected via teacher observation, classroom performance, MEAP, DIBELS progress monitoring, STAR math and reading, and other sources as necessary.

5. Describe how the school determines if these needs of students are being met.

The school determines if student needs are being met through constant reflection and use of data. Staff has various forms of research based assessments to help them determine specific student needs. Interventions can be created and monitored to measure for growth. Through a consistent progress monitoring program with various assessments, staff can determine if students' needs are being met by comparing growth data scores.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All instructional aides meet the NCLB federal law requirements for highly qualified instructional paraprofessionals.	Highly Qualified Letter

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All certified staff meet the highly-qualified status for their teaching positions.	Highly Qualified Letter

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

There is a very low rate of turnover at Yale Elementary. There were no retirements or transfers out of the building during the 2013/2014 school year. A five year review of staff assignments identified only minimal turnover, largely due to retirement. One teacher will be transferred to another building due to declining student enrollment.

2. What is the experience level of key teaching and learning personnel?

Yale Elementary has 21 staff members delivering 16.54 FTE's of academic instruction.

0-3 years of experience = 3 teachers
4-8 years of experience = 2 teachers
9-15 years of experience =11 teachers
15+ years of experience = 5 teachers

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

Yale Elementary has a very low turnover rate. Teachers rarely choose to leave the building. Yale Elementary has a strong academic reputation and the community strongly supports the school. New teachers are supported within the building by being provided with a mentor. This mentor helps the new teacher acclimate to their new working environment. This helps ensure the teacher will be successful. Strong leadership and a collaborative environment make Yale Elementary an attractive option for highly qualified teachers.

Yale Elementary staff has a family atmosphere where all staff create personal and professional relationships that go beyond the school walls. This family atmosphere creates a positive work environment where everyone is working together for the common good. New staff members are welcomed and supported by all staff.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

Yale Elementary School has a very low turnover rate. Teachers very rarely choose to leave the building/district. High academic standards, sound financial management, competitive pay and benefits as well as a personal approach in the district are selling points to possible candidates. Yale Public Schools offer a comprehensive and supportive four year "New Teacher Induction Program". Yale Elementary School has a strong academic reputation and the community strongly supports the school. To ensure that Yale Public Schools attract the best teachers and staff, our district policy requires a four step interview / hiring process. Three stages of the hiring process require interviews by teams. Teams consist of the Superintendent of Schools, Director of Personnel, building principal, teachers, and parents.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

Yale Elementary does not experience a high rate of turnover with staff. Many staff members are from the area and choose to raise their families in this district or nearby districts.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment and the goals of the school improvement plan.

The District focus on Professional Development will be on the integration and implementation of new technology and new math series. Identified district wide PD days will be used for these trainings. Select days have also been identified to work with RESA consultant on identified ELA goals listed below.

Bi-Weekly Staff meetings will also be used to address the following topics which will be lead by the administrator, lead teachers, and/or RESA consultants if available.

Common Core Standard teacher training for Math and Language Arts by grade level
Integrating technology in all content areas
Implementation of Math Expressions series to improve differentiation and fidelity
Social Studies - Exploring the MC3 school-wide
Differentiated instructional strategies in all content areas
Teacher training in math fact fluency instructional strategies/problem solving strategies
Teacher training in the use of math word walls and journaling
Test taking instructional strategies in all content areas
Graphic organizers as an instructional strategy in writing
Teacher training in the writer's workshop model and target skill instruction
Reading comprehension strategies and metacognition strategies
Teacher training in STAR (universal screener) data interpretation

2. Describe how this professional learning is "sustained and ongoing."

District administration has worked closely with St. Clair County RESA consultants to develop a district wide plan to provided staff with sustained and ongoing development. A Professional Development calendar is created at the end of each school year to assist in planning out all professional development days for the upcoming school year. Activities are based off of district goals and staff input.

Moving forward, teachers will continue to have PD opportunities provided by the RESA math consultant based on how our new Math series helps us meet the Common Core Standards one and three which has been the schools focus. The ELA consultant will continue to work with teachers on integration of non-fiction text strategies as well as changes made to the WriteWell curriculum and how to best implement those changes in the classroom.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	Our District Professional Development Calendar is attached.	2014-2015 School Professional Calendar

Component 6:   Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

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 are 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 perception surveys
5. Teacher and student perception surveys

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

Parents are involved in the implementation of the School Improvement Plan and in schoolwide programs through the Parent Teacher Organization (PTO). Parent representatives organize special activities to support and enhance Yale Elementary School's curriculum. In addition, parent volunteers may help with the implementation of programs designed to assist in student learning. The School Improvement team also has a parent member who offers a parents perspective when discussing current or future school programs. The staff of Yale Elementary is always seeking ways to improve parent involvement within our school day. Parents are asked to help in classrooms by assisting students who may need more guidance or review of information. Parent volunteers are sought to provide after school monitoring of students who are working with remedial computer programs to help close the gap.

1. Comprehensive Needs Assessment - The data in the CNA will be shared with parents and other key stakeholders at a meeting of the PTO that is specifically called to share this data.
2. School-wide Reform Strategies - Parent members of the school improvement steering team will help to review and evaluate the strategies in the SIP yearly.
3. Highly Qualified Staff - Parents will be informed of the staff's highly qualified status in the beginning of the school-year in a school newsletter.
4. Attract and Retain Highly Qualified Staff - Parents are intimately involved in the interviewing and hiring of professional staff. They serve on the interview team for selecting and hiring candidates.
5. Professional Development - The professional development plan will be shared with parents as part of the Title I yearly review meeting. Suggestions from parents for additions and amendments will be welcomed.
6. Parental Involvement Plan - The plan will be shared with and reviewed by parents as part of the Title I yearly review meeting. Suggestions from parents for additions and amendments will be welcomed.
7. Preschool Transitions - Preschool parents and students attend the Kindergarten Round-up meeting each spring.   There is a separate open-house as part of the transition where students and parents can meet the Kindergarten teachers and explore the Kindergarten classrooms. Parents and students participate in a scavenger hunt that allows them to become familiar with and explore the entire school.

This is done in order to help parents assist their child in a smooth transition.

8. Assessment Decisions - Parents will be informed of the type and frequency of assessments being used in all areas of the curriculum. Data from the school-wide assessments will be shared with parents at parent/teacher conferences and at growth plan meetings. Decisions for further assessments will based upon the school-wide assessments and on discussions between parents and teachers.

9. Timely and Additional Assistance - Parents are used as teacher support in classrooms to provide extra help and targeted intervention for students. Parents will be asked to volunteer to assist in after-school activities and programs.

10. Coordination and Integration of Federal, State and Local Resources - Parents will evaluate the Title I program as part of the Title I yearly review meeting. Parents are informed of and encouraged to participate in the evaluation of other federal, state, and local programs during PTO meetings and/or parent/teacher conferences.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

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 the respondents' 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. The scope of the meetings include an evaluation of the school-wide plan in order to gain parent input. Efforts continue to be made to include a wider range of parents in the implementation and evaluation of the school improvement plan by creating focus groups and using data obtained from surveys in the fall of each school year. The data will be examined in order to improve programs and parent involvement.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes	Parent Involvement policy is attached.	Parent Involvement Policy

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

ESEA 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:
-An 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 with students who are at risk of not achieving 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. Parents are invited and encouraged to attend the after school 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 Skyward Parent Portal (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) with the Yale Police Department

-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

-Labels for Education

-Career day program whereby parents and community members present career information

-PTO and school fundraisers

-Read & Achieve after school 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, during prep times, 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, flexible meeting times, phone calls, and coordination with the counselor or other necessary involved staff including appropriate assistance form RESA.

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.

Yale Elementary is a handicap accessible building to meet the needs of all students and stakeholders.

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

A Title I Parent Survey is distributed and analyzed each year 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 2013, teachers, parents, and administrators were invited to review and evaluate the school's parent involvement plan and the Parent Compact with the annual parent survey. Recommendations for improvement will be considered and may be implemented.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

The results from the Title 1 survey are reviewed during the annual Title 1 parent meeting. The results from the survey and discussion at the annual Title 1 meeting will be used to improve the schoolwide program. Based upon the results of the meeting and survey, appropriate changes may be implemented. Our 2013-2014 Title I survey found that overall parents were happy with the job Yale Elementary was doing utilizing Title I services and would like to increase services if available. A wide range of understanding of the program was evident in the survey report, so a plan including a more detailed description of our Title I program in beginning of the year newsletter as well as a quick fact sheet to handout during fall parent teacher conferences.

8. Describe how the School-Parent Compact was developed.

The School-Parent Compact was developed by a committee of teachers and administrators in 2002. At the 2009 annual Title 1 meeting, there was interest shown in developing a revised edition of the document. A committee of parents, teachers, and administrators worked on revising the compact in order to reflect the school wide Positive Behavior Support Plan. Each Fall the school improvement team may review and revise the compact as needed. The document is also reviewed at the annual Title 1 parent meeting, where feedback and suggestions for improvement our sought out by teachers and administrators as we continue to improve.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

The updated compact is shared with parents at the fall parent teacher conferences. Nearly 100 percent of parents typically attend conferences. If parents are unable to attend the originally scheduled conference, a new date is picked to meet and review the School-Parent Compact and student growth. If a parent is unable to attend the conference then a phone conference is done to ensure proper communication between the teacher and parent. Parents are encouraged to post the compact in their home in order to remind students of each party's responsibility.

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

N/A

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Student, Parent, Teacher Compact

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

Our school provides individual student academic assessment results to parents in a variety of formats. Our district literacy and math plans call for any students who are not meeting grade level expectations to be placed on a growth plan. Teachers hold monthly meetings with parents of these students to updated them on their child's progress in school and offer ideas for the parents to work on with their child at home. These face to face meetings allow teachers to explain all assessment information in a way all parents can understand. Many reports are represented on a graph or scale of some kind that assist in parent understanding. Parents are often updated about a student's growth using STAR reports, DRA and/or DIBELS data as well as daily classroom assessments. Printed out STAR reports are handed out and

explained to parents at conferences. MEAP parent summary report notes are also sent home for students who participated in the assessment.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

Preschool Transition Plan:

Two pre-school programs are available at Yale Elementary School through the Yale Children's Center and a Great Start Readiness Program (GSRP) for preschool aged students in the community. There is also a Head Start preschool program located in town. The Children Center's 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. The GSRP program follows all state and federal expectations.

Transitions from Elementary to Middle School:

Starting in fifth grade, classes move from a self-contained classroom setting to a limited content switching setting. Here students switch classrooms for instruction in one or two of the core content areas. The areas included are 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 a grouping of sixth grade students and the principal hold a half-day information and question/answer session for each fifth grade class. This includes a building tour, question and answer period, navigating the lunchroom, placement testing, and an introduction to the electives of band, choir, and general elective (including PE and computers). The fifth grade also follows the Jr. High use of colored folders to help students organize their lockers and desks.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

There is regular communication between the pre-school teachers and the kindergarten teachers. Pre-school teachers arrange for pre-school students to visit the kindergarten classrooms in the spring as part of the round up process. A bus ride (around the parking lot) for pre-school students is arranged through the transportation department. Kindergarten staff and preschool staff have the opportunity to meet for the purpose of coordinating curriculum, observations, and events. A "Summer Practice" packet, developed with kindergarten teachers, is sent with students at the end of the school year. Kindergarten Roundup 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 and those results are discussed with parents immediately afterwards. Kindergarten teachers give parents ideas and strategies to use with their child over the summer to help sure up any weaknesses to help prepare them for kindergarten. Parents of preschool students are invited to participate in parent training activities.

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

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 standards. The Literacy Plan includes the following assessments: DRA, DIBELS Next, STAR-Reading, and MEAP. The Math Achievement Plan includes the following assessments: MEAP, timed math fact tests, STAR-Math, Accelerated Math, and locally developed grade-level math assessments. Both plans identify when assessments must be administered. Collaboratively, the grade level teachers and administrators throughout the district identified scores/levels 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. In addition to plan review committees, 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. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

At Yale Elementary School, Grade Level Meetings are utilized to analyze student achievement data (DIBELS Next, STAR 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.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

In reading, K-5 students are identified for additional assistance through STAR, DRA, and DIBELS Next data to identify benchmark, strategic and intensive student levels.
-The STAR-Reading assessment is used as a universal screener. All students (K-5th grade) will be assessed three times per year or more as determined by the teacher. The online program creates student groupings by skill intervention needed for individualization of instruction. STAR has the capability to group students according to level (On Level, Within Level, and Below Level). A list of skills can be printed out to use for instructional planning. Yale Elementary has a literacy plan in place, which stipulates benchmark STAR levels for each testing period. Students falling below the benchmark level must be placed on a growth plan and are provided with interventions.
-Developmental Reading Assessment (DRA) is given to all students K-5 who have been identified by the STAR universal screener as Below Level. The DRA assessment is administered at least three times a year in order to measure students reading accuracy, fluency, and comprehension. 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.
-Dynamic Indicators of Basic Early Literacy Skills (DIBELS-Next) assessments are used with all students K-5 who are identified by the universal screener as below the benchmark level three times a year. Results of the DIBELS Next assessments are used to help teachers determine whether students are intensive, strategic, or core 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 bi-weekly basis. Teachers may use a four quadrant organizer to show students' strengths and weaknesses by skill grouping. Teachers complete this organizer three times per year (beginning, middle, and end) to see trends in student skill development.

Teachers at Yale Elementary participate in professional learning communities in the form of grade level meetings which occur at least four times per school year. During these meetings grade level teachers analyze data. Teachers and support staff collaborate to create and implement plans for student intervention grouping. Strategic and Intensive students who are not making adequate progress are referred to the Student Needs Assessment Committee, consisting of key stakeholders who may be comprised 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.

In mathematics, grade level math assessments (K-1), STAR-Math, and timed math fact tests are used three times a year.
-Data from the grade level math assessment and STAR-Math is used to identify students who are struggling in the area of math. STAR-Math is a universal screener in grades 2-5. Students will be assessed three times per year or more as determined by the teacher. The on-line program has the capability to group students according to level. A list of skills can be printed out to use for instructional planning.
-Math chapter tests, quizzes, and other classroom assessments can also be used to determine specific areas of need.

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.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

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:
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, special education teacher, and/or an instructional paraprofessional. Classroom modifications and adaptations are used to individualize instruction. Strategies that are used are research based intervention programs:

-Road to the Code (k-1)
-Early Success/Title I paraprofessionals (1-2)
-PALS (2-5)
-Teacher Directed PALS (K-1)
-Soar to Success (3)
-Read Naturally (1-5)
-Phonics for Reading 91-5)
-Quick Reads (3-5)
-REWARDS (4-5)
- Summer School Program (K-5)

Writing:
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.

Math:
All students receive 90 minutes of mathematics instruction daily. The time is divided into three main segments: 15 minutes of math fact proficiency and fluency, 30 minutes of journaling, vocabulary acquisition, and problem solving, and 45 minutes of whole class direct instruction including small group/individual conferencing. Students below grade level expectations on the locally developed math assessment and/or STAR-Math 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.

-summer school (K-5)
-Differentiation (through small group vocabulary instruction, reteaching of math concepts)
-Targeted Skill Practice using Accelerated Math Program (1-5)
-using the xtramath.org website in class (1-5)

Science:

Students scoring below expected levels on science assessments, classroom performance, and those identified as scoring in the bottom 30% on the state assessment.

-Vocabulary reinforcement through small group instruction
-multiple choice test taking strategy direct instruction
-informational text reading strategies
-Small group instruction in classroom

Social Studies:

Students scoring below expectations on classroom social studies assessments, classroom performance, and district unit assessments will receive additional classroom modifications and adaptations as needed to individualize instruction.

-Vocabulary reinforcement through small group instruction
-multiple choice test taking strategy direct instruction
-informational text reading strategies
-Small group instruction in classroom

Following our School Wide RTI model, students may receive additional assistance from teachers, special education teachers, Title I paraprofessionals, speech therapist, and/or parent/grandparent volunteers. Students will work with classroom materials and researched based programs to help close identified gaps in understanding. Student intervention groups are determined during grade level meetings using the most up to date student data and teacher input.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

In each content area, there is a differentiated instruction strategy with content specific activities listed under the strategy. Some of the activities include: Small group instruction/conferencing, using paraprofessional aides as support, project based learning, real world/high interest supplemental materials, technology, test taking strategies, and a summer school program.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

School Lunch and Universal Breakfast Program: research shows that children who are well fed are more likely to be able to concentrate on learning.

Reduced Class Size: Provides lower class size to better meet the needs of students.

Yale Elementary Parent Teacher Organization helps to fund extra programs that fit into the curriculum and state standards.

St. Clair RESA provides professional development in best practices.

St. Clair County Medical Association: Walk for Summer Reading program provides students with high interest reading books to maintain reading comprehension skills.

Julie's Kids: supports students and families in crisis situations: By helping to meet the needs of a family, students are more likely to attend school and focus on learning.

St. Clair County Council on Aging - Foster Grandparent program offers training to volunteer "grandparents" who work in the classrooms with students supporting teacher identified needs.

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

Comprehensive Needs Assessment:
Title I A supports all students academically who are at risk through support programs that provide additional time and instruction.
Title IIA: provides staff training that follows the district Professional Development calendar as well as time used during staff meetings.
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

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

High-Quality and Ongoing Professional Development:
Title I A: supports all students academically who are at risk

Title IIA: provides staff training

Strategies to Increase Parental Involvement:

Title I A: supports all students academically who are at risk

Title IIA: provides staff training

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

Timely and Additional Assistance to Students;

Title IA: Supports all students academically who are at risk

Title IIA: provides staff training

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

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

Yale Elementary Parent Teacher Organization (PTO): 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.

Julie's Kids: supports students and families in crisis

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, 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.

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

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 STAR assessments, state assessments, AYP report, School Process Rubrics, teacher/parent/student perception data, and Skyward data (discipline data). District common assessments are used to determine if the building level goals have been reached. These assessments include STAR, DRA, WriteWell/Score!, and grade level math assessments. The Comprehensive Needs Assessment is then updated using the information from these sources. Implementation of the program will be evaluated using the data results of students, review of lesson plans, and monthly grade level meetings.

Parent, student, and teacher survey data will also be used to measure the success of the schoolwide program. The use of formal and informal data, surveys, and diagnostic tools will allow us to get a big picture view of our program and its success.

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

The School Improvement Team, through the analysis of data, will identify students who are not achieving the expected standards. A growth plan or SNAC (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. Data Director will be used to house all data and to generate reports for analysis.

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

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 or grade level 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, especially those at risk of not achieving.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

To begin the process, needs for revision are found by goal teams through the data analysis/evaluation process. Then, goal teams will give suggestions for needed revisions to reflect the newest data. Next, the administrator and co-chairs will make the suggested revisions and present to the steering committee. The committee members share the changes with their cohorts. Any additional revisions will be made at a staff meeting. Finally, the team will present the changes to the entire staff in order to get buy-in for the revisions to the school improvement

plan.

2014-2015 Yale Elementary School Improvement Plan

Overview

Plan Name

2014-2015 Yale Elementary School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be proficient in the area of mathematics.	Objectives: 1 Strategies: 3 Activities: 17	Academic	$4500
2	All students will be proficient in the area of writing.	Objectives: 1 Strategies: 4 Activities: 9	Academic	$1000
3	All students will be proficient in the area of Science	Objectives: 1 Strategies: 3 Activities: 10	Academic	$865
4	All students will be proficient in the area of Social Studies	Objectives: 1 Strategies: 4 Activities: 11	Academic	$0
5	All students will be proficient in Reading and comprehending a variety of text material across the curriculum.	Objectives: 1 Strategies: 6 Activities: 18	Academic	$8500

Goal 1: All students will be proficient in the area of mathematics.

Measurable Objective 1:

58% of All Students will demonstrate a proficiency in math fact fluency and problem solving in Mathematics by 06/01/2016 as measured by 3-5 grade Mathematics state assessment as well as STAR assessments..

Strategy 1:

Differentiated Instruction - Emphasis will be placed on Common Core Mathematical Standard 1: make sense of problems and persevere in solving them and Common

Core Mathematical Standard 3: Construct viable arguments and critique the reasoning of others. Teachers will provide differentiated instruction in order to best meet

the needs of all learners. This may include the use of more simplistic graphic organizers, extra time, options in completing assignments, or various projects. This may

also include the need for supplemental materials in order to reach students at their level.

Research Cited: 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.

Tier: Tier 1

Activity - Paraprofessional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessional aides will work with students one to one and/or in small groups in order to tutor/review/reteach lessons as determined by the classroom teacher. Special attention will be given to students who have been identified in the bottom 30% and intensive on the STAR mathematics assessments.	Academic Support Program	Tier 2	Implement	09/02/2014	06/01/2016	$0	Title I Part A	Paraprofessional Aides, Classroom teachers, principal

Activity - Math Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will conference with students for the purpose of progress monitoring and reteaching mathematics concepts. Extra time and intervention will be given to students identified in the bottom 30% and through the STAR math assessment.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/01/2016	$0	No Funding Required	Classroom teachers, administrator, support staff

Activity - Teacher training in differentiated instructional strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Through local teacher collaboration and training with St. Clair County RESA teachers will share and develop strategies on utilizing differentiated instructional techniques (as related to the new mathematics textbook series). | Professional Learning | Tier 1 | Getting Ready | 09/02/2014 | 06/01/2016 | $0 | Title II Part A | Teachers, administrator, and RESA consultant |

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will provide a half day program to begin no more that 4 weeks before the new school year begins. The purpose of this program is to review the previous year's mathematical skills/standards in order to prepare students for a new school year.	Academic Support Program	Tier 2	Monitor	07/18/2016	06/12/2017	$2000	Title I Part A	Teachers, support staff, principal

Activity - Gender Equity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will pay special attention to the manner of their instructions in order to show equity among both genders. Some examples include: using real-world, high interest problem solving, brain break/movement activities, and giving students choices.	Academic Support Program	Tier 1	Implement	09/02/2014	06/01/2016	$0	No Funding Required	Teachers, support staff, principal

Activity - Class Size Reduction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To assist in closing the achievement gap, select students will be placed into a reduced first grade classroom. The classroom teacher, paraprofessional staff, and special education teacher will work together to provide targeted instruction and intervention	Class Size Reduction	Tier 1	Monitor	09/02/2014	06/01/2016	$0	Title II Part A	Building administrator, classroom teacher, special education teacher, and para-professionals

Activity - 90 Minute Mathematics Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement increased time in the area of mathematics instruction. This block of time will include math fact fluency (15 min. per day), math talk and journaling (30 min. per day), math conferencing and whole class lesson (45 min. per day).	Direct Instruction	Tier 1	Getting Ready	09/02/2014	06/01/2016	$0	No Funding Required	Classroom teachers, paraprofessional aides, principal

Activity - Accelerated Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use new technology resources with the Accelerated Math program with the purpose of meeting the needs of all students.	Academic Support Program	Tier 1	Implement	09/02/2014	06/01/2016	$2500	Title I Part A	Teachers and principal

Activity - After School Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An intensive after school program will be offered to students in the bottom 30% of each grade level. The program will include a certified teacher and paraprofessional aide to provide small group instruction. The program will use data to focus instruction on the needs of the group to help close the achievement gap. The program will be six weeks long and will meet four days a week for an hour each day.	Academic Support Program	Tier 2	Getting Ready	09/02/2014	06/01/2016	$0	Title I Part A	Administrator, Teachers, and paraprofessional staff

Strategy 2:

Math Fact Proficiency - As part of the 90 minute math block, teachers will use a variety of strategies to improve basic math fact proficiency. Teachers will use base ten

blocks, ten-frames, array models, and other activities to improve student fact fluency and number theory.

Research Cited: 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.

Tier: Tier 1

Activity - Math fact practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will provide students with time and technology to practice math facts on a fact practice website, or other math fact practice game or activity. The duration of this math fact practice is 15 minutes per day.	Academic Support Program	Tier 1	Monitor	09/01/2014	06/01/2016	$0	No Funding Required	Classroom teachers, principal

Activity - Teacher training in math fact fluency instructional strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through local teacher collaboration and training with St. Clair County RESA teachers will share and develop strategies on utilizing math fact fluency instructional techniques.	Professional Learning	Tier 1	Monitor	09/01/2014	06/01/2016	$0	Title II Part A	Teachers, administrator, and RESA consultant

Activity - Teacher training in test taking instructional strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through local teacher collaboration and training with St. Clair County RESA teachers will share and develop strategies on utilizing test taking instructional techniques.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/01/2016	$0	Title II Part A	Teachers, principal, RESA consultants

Strategy 3:

Problem Solving - Emphasis will be placed on Common Core Mathematical Standard 1: make sense of problems and persevere in solving them and Common Core

Mathematical Standard 3: Construct viable arguments and critique the reasoning of others. Teachers will teach the five step problem (Understand, Plan, Solve, Look

back, Explain) solving process and provide an opportunity for students to use the process in real world multi-step problems.

Research Cited: 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.

Tier: Tier 1

Activity - Math Journals and Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will use grade level appropriate math journals to teach and practice a 5-step problem solving process to help guide students when they are solving word problems. In addition, teachers will display grade level appropriate vocabulary on a math word wall and/or in a math glossary as part of the students' math journals. The duration of math journaling will be 30 minutes per day.	Direct Instruction	Tier 1	Implement	09/02/2014	06/01/2016	$0	No Funding Required	Classroom teachers, principal

Activity - Math Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will model and provide students with the opportunity to engage in math talk while solving word problems.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/01/2016	$0	No Funding Required	Classroom teachers, principal

Activity - Multiple Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with an opportunity to use 2 or more strategies (including: Singapore Bar Modeling, draw a picture/model, use tally marks, make a chart/table, write an equation, use manipulatives, etc.) to solve math word problems.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/01/2016	$0	No Funding Required	classroom teachers, prinicpal

Activity - Teacher training in problem solving strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through local teacher collaboration and training with St. Clair County RESA teachers will share and develop strategies on utilizing problem solving instructional techniques.	Professional Learning	Tier 1	Monitor	09/02/2014	06/01/2016	$0	Title II Part A	Teachers, administrator, and RESA consultant

Activity - Key Word - Test Taking Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct students in the best practices for locating and highlighting key words and phrases when they encounter multiple choice test and test-like items.	Direct Instruction	Tier 1	Implement	09/02/2014	06/01/2016	$0	Other	Classroom teachers, principal

Goal 2: All students will be proficient in the area of writing.

Measurable Objective 1:

66% of Fourth grade students will demonstrate a proficiency in writing in English Language Arts by 06/01/2016 as measured by Writing state assessment..

Strategy 1:

Graphic Organizer - K-5 grade teachers will use a variety of graphic organizers to improve writing.

Research Cited: Multiple copies of this book are available for teachers to use as a reference.

Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement by Robert Marzano

This book is a guide for educators of students in K-12, readers will find a wealth of research evidence, statistical data, and case studies. Nine categories of instructional strategies that maximize student learning are introduced, along with the pertinent information to understand and synthesize each:

Studies in effect size and percentile gain units

Guiding principles for using the strategies

Classroom examples of model instructional practice

Charts, frames, rubrics, organizers, and other tools--will help teachers to apply the strategies immediately in the classoom.

Tier: Tier 1

Activity - 4 Square Writing Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This activity will support students in ensuring all components of argumentative/opinion, narrative, and informational text are included in their writing. Teachers can model effective writing using this organizer as an example that can be built upon to meet the various needs of each grade level.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/01/2016	$0	No Funding Required	Teachers, support staff, and principal

Activity - Teacher training in using graphic organizers as an instructional strategy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through local teacher collaboration and training with St. Clair County RESA, teachers will share and develop strategies on utilizing graphic organizer instructional techniques.	Professional Learning	Tier 1	Implement	09/02/2014	06/01/2016	$0	Title II Part A	Teachers, administrator and RESA consultant.

Strategy 2:

Differentiated Instruction - K-5th grade teachers will provide differentiated instruction in order to best meet the needs of all learners. This may include the use of more simplistic graphic organizers, extra time or options in completing assignments, or various projects. This may also include the need for supplemental materials in order to reach students at their level.

Research Cited: 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.

Tier: Tier 1

Activity - Additional Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5th grade teachers will provide additional instruction to at-risk students in order to help them achieve proficiency in the area of writing.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/01/2016	$0	No Funding Required	K-5 Teachers and Administrator

Activity - Teacher training in differentiated instructional strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through local teacher collaboration and training with St. Clair County RESA teachers will share and develop strategies on utilizing differentiated instructional techniques.	Professional Learning	Tier 1	Monitor	09/02/2014	06/01/2016	$0	Title II Part A	Teachers, administrator, RESA consultant.

Strategy 3:

Integrating Technology into Classroom Instruction - Teachers will provide students with an opportunity to compose writing pieces using computer programs and/or a variety of digital educational applications.

Research Cited: Jacobs, H (2010) Curriculum 21 Essential Education for a Changing World

Tier: Tier 1

Activity - Keyboarding	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide time and activities to expose students to keyboard usage. This could be done during writers workshop, technology class, or as practice in the computer laboratory for a few minutes per week.	Academic Support Program	Tier 1	Implement	09/02/2014	06/01/2016	$0	No Funding Required	Teachers and principal

Activity - Digital Storytelling	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with instruction to compose writing pieces using various applications on the i-Pad.	Direct Instruction	Tier 1	Implement	09/02/2014	06/01/2016	$0	No Funding Required	Teachers and administrator.

Strategy 4:

Writer's Workshop Model - K-5th grade teachers will use the writer's workshop model, with mini-lessons, in order to improve student writing including narrative, informational, and argumentative/opinion pieces.

Research Cited: 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.

Tier: Tier 1

Activity - Teacher training in writer's workshop instructional strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through local teacher collaboration and training with St. Clair County RESA teachers will share and develop strategies on utilizing writer's workshop instructional techniques including target skills instruction.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/01/2016	$0	Title II Part A	Teachers and administrator.

Activity - Teaching Target Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide direct instruction of the target skills needed to become a proficient writer. This will be accomplished as part of the writer's workshop mini-lessons.	Direct Instruction	Tier 1	Implement	09/02/2014	06/01/2016	$0	No Funding Required	Teachers and administrator.

Activity - Scoring Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will take part in school and/or district wide scoring workshops to build consistency in grading of student writing and identify areas of strength and weakness at class, building, and district levels. Progress will be measured and changes to instruction or curriculum will be ongoing based off of findings.	Teacher Collaboration	Tier 1	Getting Ready	09/02/2014	06/01/2016	$1000	General Fund	Principals, teachers, RESA consultant, Director of curriculum

Goal 3: All students will be proficient in the area of Science

Measurable Objective 1:

40% of Fifth grade students will demonstrate a proficiency of understanding concepts in Science by 06/01/2016 as measured by Science state assessment..

Strategy 1:

Differentiated Instruction - Teachers will provide differentiated instruction in order to best meet the needs of all learners. This may include the use of more simplistic graphic organizers, extra time or options in completing assignments, or various projects. This may also include the need for supplemental materials in order to reach students at their level.

Research Cited: 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.

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.

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.

Tier: Tier 1

Activity - Inquiry Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will incorporate hands on, inquiry based learning activities into their science instruction throughout the school year. Each grade level will have access to 9 inquiry based learning activities, three from Life Science, Physical Science, and Earth Science. Lessons will be spaced throughout each trimester to allow a spiraling instruction of content.	Direct Instruction	Tier 1	Implement	09/01/2014	06/01/2016	$0	No Funding Required	All teachers and adminastrator

Activity - Science Fair Projects	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model and facilitate students in inquiry based lessons that allows for students to construct and apply knowledge in the completing of a Science Fair project.	Direct Instruction	Tier 1	Evaluate	09/01/2014	06/01/2016	$200	General Fund	Science Chairs, all teachers, administrator, and parent helpers

Activity - Teacher training in differentiated instructional strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through local teacher collaboration and training with St. Clair County RESA teachers will share and develop strategies on utilizing differentiated instructional techniques.	Professional Learning	Tier 1	Getting Ready	09/01/2014	06/01/2016	$0	Title II Part A	Teachers, administrator, RESA consultants.

Activity - Integration of Informational text into ELA Reading Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teacher will work to integrate ELA skills (CCSS) and Science concepts into lessons when possible to reinforce and build background knowledge. | Direct Instruction | Tier 1 | Implement | 09/01/2014 | 06/01/2016 | $0 | No Funding Required | Teachers and administrator |

Strategy 2:

Test Taking Strategies - Teachers will provide direct instruction for using a variety of test taking strategies.

Research Cited: Scruggs, A. (2007) Teaching Test Taking Skills: Helping Students Show What They Know (Cognitive Strategy Training Series)

Tier: Tier 1

Activity - Extended Response	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model the completion of extended response items. Teachers will provide an opportunity for students to complete extended response test and test-like items.	Direct Instruction	Tier 1	Monitor	09/01/2014	06/01/2016	$0	No Funding Required	All teachers and administrators

Activity - Key Words / Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct and provide opportunities for students to locate and highlight key words and vocabulary in text and in test questions. Teacher will provide strategies for students to use to help determine meaning of key words and vocabulary such as context clues and multiple syllable word attack strategies.	Direct Instruction	Tier 1	Monitor	09/01/2014	06/01/2016	$0	No Funding Required	All teachers and administrator

Activity - Teacher Training on Test Taking Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through local teacher collaboration and training with St. Clair County RESA teachers will share and develop strategies on utilizing test taking instructional techniques.	Professional Learning	Tier 1	Getting Ready	09/01/2014	06/01/2016	$0	Title II Part A	Teachers and administrator

Strategy 3:

Intergration of Technology - K-5th grade teachers will use media/technology to enhance understanding of Science concepts.

Research Cited: 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 studentteacher interaction in ways that facilitate student achievement. Therefore, strong reasons exist to expect a visual learning application to enhance educational performance.

Tier: Tier 1

Activity - Digital Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate topic appropriate video lessons to enrich student learning and promote deeper understanding. Grade level appropriate resources may be found on Unitedstreaming, Youtube, etc. Teachers will also use new Chromebooks and iPads to support lessons and research.	Direct Instruction	Tier 1	Monitor	09/01/2014	06/01/2016	$665	General Fund	All teachers and Administrator

Activity - iPads and Chrome Books	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will integrate appropriate science concept related websites and applications for the purpose of increasing student content knowledge and research skills.	Direct Instruction	Tier 1	Getting Ready	09/01/2014	06/01/2016	$0	No Funding Required	All teachers and administrator

Activity - Teacher Training on Technology Integration and Use	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through local teacher collaboration and training with St. Clair County RESA teachers will share and develop strategies on utilizing technological instructional techniques.	Professional Learning	Tier 1	Getting Ready	09/01/2014	06/01/2016	$0	No Funding Required	Teachers and administrator.

Goal 4: All students will be proficient in the area of Social Studies

Measurable Objective 1:

60% of Fifth grade students will demonstrate a proficiency of understanding concepts in Social Studies by 06/01/2016 as measured by Social Studies state assessment..

Strategy 1:

Graphic Organizers - K-5th grade teachers will use graphic organizers at their grade level when teaching social studies concepts.

Research Cited: 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.

Tier: Tier 1

Activity - Graphic Organizers in MC3	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use graphic organizers to teach social studies curriculum to their students. This will help students learn to organize and use information in a meaningful way.	Direct Instruction	Tier 1	Getting Ready	09/02/2014	06/01/2016	$0	No Funding Required	Teachers and principal.

Activity - MC3 Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use staff or grade level meeting time to explore and discuss how to best implement the MC3 curriculum. This will include an exploration of various graphic organizers used at each level.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/01/2016	$0	Title II Part A	Teachers and principal

Strategy 2:

Differentiated Instruction - Teachers will use a variety of differentiated instructions to improve classroom instruction and student understanding.

Research Cited: 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.

Tier: Tier 1

Activity - Additional Time and Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 teachers will provide additional time and instruction to at-risk students in order to help them achieve proficiency in the area of Social Studies.	Academic Support Program	Tier 2	Implement	09/02/2014	06/01/2016	$0	Title I Part A	Classroom teachers, principal, and parapros.

Activity - Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use cooperative learning techniques to increase student engagement in social studies.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/01/2016	$0	No Funding Required	K-5 teachers and administrator

Activity - Teacher training in differentiated instructional strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Through local teacher collaboration and training with St. Clair County RESA teachers will share and develop strategies on utilizing differentiated instructional techniques.	Professional Learning	Tier 1	Implement	09/02/2014	06/01/2016	$0	Title II Part A	Teachers and administrator

Strategy 3:

Test Taking Strategies - K-5th grade teachers will model test taking strategies that are appropriate for their grade level.

Research Cited: Scruggs, A. (2007) Teaching Test Taking Skills: Helping Students Show What They Know (Cognitive Strategy Training Series)

Tier:

Activity - Multiple Choice Test Taking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with instructional strategies to help them be successful using the multiple choice test format. This may include highlighting important words in the question or learning how to eliminate answers.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/01/2016	$0	No Funding Required	Teachers and principal

Activity - Extended Response	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct using best practices the successful completion of extended response items. Teachers will provide an opportunity for students to complete extended response test and test-like items.	Direct Instruction	Tier 1	Implement	09/02/2014	06/01/2016	$0	No Funding Required	Classroom teachers and principal.

Activity - Key Words	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct students in the best practices for locating and highlighting key words and key vocabulary when they encounter multiple choice test and test-like items.	Direct Instruction	Tier 1	Implement	09/02/2014	06/01/2016	$0	No Funding Required	Classroom teachers and principal.

Activity - Teacher Training on Test Taking Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through local teacher collaboration and training with St. Clair County RESA teachers will share and develop strategies on utilizing test taking instructional techniques.	Professional Learning	Tier 1	Monitor	09/02/2014	06/01/2016	$0	Title II Part A	Teachers and administrator

Strategy 4:

Technology - K-5th grade teachers will use media/technology to enhance understanding of history and economics concepts.

Research Cited: 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 studentteacher

interaction in ways that facilitate student achievement. Therefore, strong reasons exist to expect a

visual learning application to enhance educational performance.

Tier:

Activity - Video Streaming	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize United Streaming, Youtube, or Ipad technology in order to keep students engaged in learning social studies concepts.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/01/2016	$0	No Funding Required	Classroom teachers, principal, and support staff.

Activity - Teacher training in the use of technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through local teacher collaboration and training with St. Clair County RESA teachers will share and develop strategies on utilizing technological instructional techniques.	Professional Learning	Tier 1	Monitor	09/02/2014	06/01/2016	$0	Title II Part A	Teachers and administrator

Goal 5: All students will be proficient in Reading and comprehending a variety of text material across the curriculum.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in reading and comprehending cross-curricular text in English Language Arts by 06/01/2016 as measured by Reading portion of the English Language Arts state assessment as well as the STAR assessment..

Strategy 1:

90 Minute Reading Block - All K-5th grade teachers will use a comprehensive core reading program to teach grade level appropriate comprehension strategies in order

to increase the capacity of all students to comprehend and retell informational and narrative texts.

Research Cited: 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.

Tier: Tier 1

Activity - Scheduling	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The 90 minute reading block is effective in giving the teacher and students uninterrupted time to complete activities and use research based strategies.	Policy and Process	Tier 1	Evaluate	09/02/2014	06/01/2016	$0	No Funding Required	Classroom teachers, principal

Activity - Additional instructional time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5th grade teachers and support staff will provide additional instruction in the area of reading comprehension to students who do not reach grade level proficiency levels (as stated by the Yale Public Schools Literacy Plan and students identified in Bottom 30%) in order to increase the students ability to achieve reading comprehension proficiency. The additional time will be as follows: 30 minutes additional for Tier 2 students, 60 minutes additional for Tier 3 students	Direct Instruction	Tier 2	Monitor	09/02/2014	06/01/2016	$0	Title I Part A	Classroom teachers, support staff, principal

Strategy 2:

Comprehension strategies - K-5th grade teachers will use graphic organizers and content literacy strategies to develop comprehension skills. Teachers will utilize

visual representations / models of graphic organizers as a way to differentiate instruction.

Research Cited: 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.

Tier: Tier 1

Activity - Shape Go Map	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Graphic organizers are important to help students organize narrative and informational text.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/01/2016	$0	No Funding Required	Classroom teachers, principal, and paraprofessionals

Activity - Content Literacy Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use content literacy strategies as a way to help students develop an understanding of narrative and informational text. (Examples-Social Studies and Science texts-reading headings, sub headings, vocabulary, pictures, and graphs)	Direct Instruction	Tier 1	Implement	09/02/2014	06/01/2016	$0	No Funding Required	Classroom teachers, principal

Activity - Teacher Training on Comprehension Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through local teacher collaboration and training with St. Clair County RESA teachers will share and develop strategies on utilizing comprehension instructional techniques.	Professional Learning	Tier 1	Monitor	09/02/2014	06/01/2016	$0	Title II Part A	Teachers, support staff and administrator

Activity - Close Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model and instruct students on close reading strategies to help all students improve comprehension of texts. Strategies will be implemented across subject areas to assist with nonfiction text.	Direct Instruction	Tier 1	Implement	09/02/2014	06/01/2016	$0	No Funding Required	Teachers, Administrator, Title I support staff

Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will use a vocabulary word map to develop an understanding of key or unknown vocabulary in text to improve comprehension of different texts.	Direct Instruction	Tier 1	Implement	09/02/2014	06/01/2016	$0	No Funding Required	Teachers, Administrator, Title I support staff

Strategy 3:

Metacognition strategies - K-5th grade teachers will use questioning and question organization (ie. activating prior knowledge, KWL, QAR, etc.) to enhance meta-cognition skills in all students

Research Cited: 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.

Tier: Tier 1

Activity - Questioning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use questioning strategies to help students build metacognition skills.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/01/2016	$0	No Funding Required	Classroom teachers, principal

Activity - Teacher Training on Megacognition Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through local teacher collaboration and training with St. Clair County RESA teachers will share and develop strategies on utilizing metacognition instructional techniques.	Professional Learning	Tier 1	Monitor	09/02/2014	06/01/2016	$0	Title II Part A	Teachers, support staff, administrators

Strategy 4:

Universal Screener - K-5th grade teachers will use a universal screener to assess reading fluency and comprehension levels.

Research Cited: 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.

Tier: Tier 1

Activity - DIBELS NEXT/ STAR	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The assessment will assist teachers in identifying students who need extra interventions to help them improve reading comprehension. It will also help teachers to adjust instruction to meet the needs of all students.	Other	Tier 1	Monitor	09/02/2014	06/01/2016	$500	General Fund	Classroom teachers, principal

Activity - Teacher Training on Use of Universal Screeners	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through local teacher collaboration and training with St. Clair County RESA teachers will share and develop strategies on utilizing universal screeners and interpreting their data.	Professional Learning	Tier 1	Implement	09/02/2014	06/01/2016	$0	Title II Part A	Teachers, support staff, and administrator

Strategy 5:

Test Taking Strategies - Teachers will instruct students on the best practices in test taking.

Research Cited: 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.

Tier:

Activity - Key Words	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct students in the best practices for locating and highlighting key words and key vocabulary when they encounter multiple choice test and test-like items.	Direct Instruction	Tier 1	Implement	09/02/2014	06/01/2016	$0	No Funding Required	classroom teachers, support staff, principal

Activity - Extended Response	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct, using best practices, the successful completion of extended response items. Teachers will provide an opportunity for students to complete extended response test and test-like items.	Direct Instruction	Tier 1	Implement	09/02/2014	06/01/2016	$0	No Funding Required	classroom teachers, support staff, principal

Activity - Teacher Training on Test Taking Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through local teacher collaboration and training with St. Clair County RESA teachers will share and develop strategies on utilizing test taking instructional techniques.	Professional Learning	Tier 1	Implement	09/02/2014	06/01/2016	$0	No Funding Required	Teachers, support staff, and administrator

Strategy 6:

Differentiated Instruction - Teachers will provide differentiated instruction in order to best meet the needs of all learners. This may include the use of more simplistic graphic organizers, extra time or options in completing assignments, or various projects. This may also include the need for supplemental materials and additional instructional time outside the normal school schedule in order to reach students at their level.

Research Cited: Differentiated Instruction for Reading in the Content Areas by Carolyn Chapman and Rita King.

Tier: Tier 1

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will provide a half day program to begin no more that 4 weeks before the new school year begins. The purpose of this program is to review the previous year's language arts skills/standards in order to prepare students for a new school year.	Academic Support Program	Tier 3	Monitor	09/02/2014	06/01/2016	$0	Title I Part A	Teachers, support staff, principal

Activity - Gender Equity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will pay special attention to the manner of their instructions in order to show equity among both genders. Some examples include: using real-world, high interest text selections, brain break/movement activities, and giving students choices.	Academic Support Program	Tier 1	Implement	09/02/2014	06/01/2016	$0	No Funding Required	teachers, support staff, principal

Activity - Class Size Reduction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To assist in closing the achievement gap, select students will be placed into a reduced first grade classroom. The classroom teacher, paraprofessional staff, and special education teacher will work together to provide targeted instruction and intervention.	Class Size Reduction	Tier 1	Implement	09/02/2014	06/01/2016	$0	Title I Part A	Teacher, Administrator, and Title I support staff

Activity - After School Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An intensive after school program will be offered to students in the bottom 30% of each grade level. The program will include a certified teacher and paraprofessional aide to provide small group instruction. The program will use data to focus instruction on the needs of the group to help close the achievement gap. The program will be six weeks long and will meet four days a week for an hour each day.	Academic Support Program	Tier 3	Getting Ready	09/02/2014	06/01/2016	$8000	Title I Part A	Administration, teachers, paraprofessionals

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Science Fair Projects	Teachers will model and facilitate students in inquiry based lessons that allows for students to construct and apply knowledge in the completing of a Science Fair project.	Direct Instruction	Tier 1	Evaluate	09/01/2014	06/01/2016	$200	Science Chairs, all teachers, administrator, and parent helpers
Scoring Workshop	Teachers will take part in school and/or district wide scoring workshops to build consistency in grading of student writing and identify areas of strength and weakness at class, building, and district levels. Progress will be measured and changes to instruction or curriculum will be ongoing based off of findings.	Teacher Collaboration	Tier 1	Getting Ready	09/02/2014	06/01/2016	$1000	Principals, teachers, RESA consultant, Director of curriculum
Digital Resources	Teachers will incorporate topic appropriate video lessons to enrich student learning and promote deeper understanding. Grade level appropriate resources may be found on Unitedstreaming, Youtube, etc. Teachers will also use new Chromebooks and iPads to support lessons and research.	Direct Instruction	Tier 1	Monitor	09/01/2014	06/01/2016	$665	All teachers and Administrator
DIBELS NEXT/ STAR	The assessment will assist teachers in identifying students who need extra interventions to help them improve reading comprehension. It will also help teachers to adjust instruction to meet the needs of all students.	Other	Tier 1	Monitor	09/02/2014	06/01/2016	$500	Classroom teachers, principal

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible

Gender Equity	Teachers will pay special attention to the manner of their instructions in order to show equity among both genders. Some examples include: using real-world, high interest problem solving, brain break/movement activities, and giving students choices.	Academic Support Program	Tier 1	Implement	09/02/2014	06/01/2016	$0	Teachers, support staff, principal
Digital Storytelling	Teachers will provide students with instruction to compose writing pieces using various applications on the i-Pad.	Direct Instruction	Tier 1	Implement	09/02/2014	06/01/2016	$0	Teachers and administrator.
4 Square Writing Model	This activity will support students in ensuring all components of argumentative/opinion, narrative, and informational text are included in their writing. Teachers can model effective writing using this organizer as an example that can be built upon to meet the various needs of each grade level.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/01/2016	$0	Teachers, support staff, and principal
Key Words	Teachers will instruct students in the best practices for locating and highlighting key words and key vocabulary when they encounter multiple choice test and test-like items.	Direct Instruction	Tier 1	Implement	09/02/2014	06/01/2016	$0	Classroom teachers and principal.
Graphic Organizers in MC3	Teachers will use graphic organizers to teach social studies curriculum to their students. This will help students learn to organize and use information in a meaningful way.	Direct Instruction	Tier 1	Getting Ready	09/02/2014	06/01/2016	$0	Teachers and principal.
Inquiry Based Learning	All teachers will incorporate hands on, inquiry based learning activities into their science instruction throughout the school year. Each grade level will have access to 9 inquiry based learning activities, three from Life Science, Physical Science, and Earth Science. Lessons will be spaced throughout each trimester to allow a spiraling instruction of content.	Direct Instruction	Tier 1	Implement	09/01/2014	06/01/2016	$0	All teachers and adminastrator
Key Words / Vocabulary	Teachers will instruct and provide opportunities for students to locate and highlight key words and vocabulary in text and in test questions. Teacher will provide strategies for students to use to help determine meaning of key words and vocabulary such as context clues and multiple syllable word attack strategies.	Direct Instruction	Tier 1	Monitor	09/01/2014	06/01/2016	$0	All teachers and administrator
90 Minute Mathematics Block	Teachers will implement increased time in the area of mathematics instruction. This block of time will include math fact fluency (15 min. per day), math talk and journaling (30 min. per day), math conferencing and whole class lesson (45 min. per day).	Direct Instruction	Tier 1	Getting Ready	09/02/2014	06/01/2016	$0	Classroom teachers, paraprofessional aides, principal

Video Streaming	Teachers will utilize United Streaming, Youtube, or Ipad technology in order to keep students engaged in learning social studies concepts.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/01/2016	$0	Classroom teachers, principal, and support staff.
Scheduling	The 90 minute reading block is effective in giving the teacher and students uninterrupted time to complete activities and use research based strategies.	Policy and Process	Tier 1	Evaluate	09/02/2014	06/01/2016	$0	Classroom teachers, principal
Content Literacy Strategies	Teachers will use content literacy strategies as a way to help students develop an understanding of narrative and informational text. (Examples-Social Studies and Science texts-reading headings, sub headings, vocabulary, pictures, and graphs)	Direct Instruction	Tier 1	Implement	09/02/2014	06/01/2016	$0	Classroom teachers, principal
Shape Go Map	Graphic organizers are important to help students organize narrative and informational text.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/01/2016	$0	Classroom teachers, principal, and paraprofessionals
Multiple Strategies	Teachers will provide students with an opportunity to use 2 or more strategies (including: Singapore Bar Modeling, draw a picture/model, use tally marks, make a chart/table, write an equation, use manipulatives, etc.) to solve math word problems.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/01/2016	$0	classroom teachers, prinicpal
Math Journals and Vocabulary Instruction	Teachers will use grade level appropriate math journals to teach and practice a 5-step problem solving process to help guide students when they are solving word problems. In addition, teachers will display grade level appropriate vocabulary on a math word wall and/or in a math glossary as part of the students' math journals. The duration of math journaling will be 30 minutes per day.	Direct Instruction	Tier 1	Implement	09/02/2014	06/01/2016	$0	Classroom teachers, principal
Key Words	Teachers will instruct students in the best practices for locating and highlighting key words and key vocabulary when they encounter multiple choice test and test-like items.	Direct Instruction	Tier 1	Implement	09/02/2014	06/01/2016	$0	classroom teachers, support staff, principal
Extended Response	Teachers will model the completion of extended response items. Teachers will provide an opportunity for students to complete extended response test and test-like items.	Direct Instruction	Tier 1	Monitor	09/01/2014	06/01/2016	$0	All teachers and administrators
Vocabulary Instruction	Teachers and students will use a vocabulary word map to develop an understanding of key or unknown vocabulary in text to improve comprehension of different texts.	Direct Instruction	Tier 1	Implement	09/02/2014	06/01/2016	$0	Teachers, Administrator, Title I support staff

Additional Instruction	K-5th grade teachers will provide additional instruction to at-risk students in order to help them achieve proficiency in the area of writing.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/01/2016	$0	K-5 Teachers and Administrator
Multiple Choice Test Taking	Teachers will provide students with instructional strategies to help them be successful using the multiple choice test format. This may include highlighting important words in the question or learning how to eliminate answers.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/01/2016	$0	Teachers and principal
Math Talk	All teachers will model and provide students with the opportunity to engage in math talk while solving word problems.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/01/2016	$0	Classroom teachers, principal
Math fact practice	Teachers will provide students with time and technology to practice math facts on a fact practice website, or other math fact practice game or activity. The duration of this math fact practice is 15 minutes per day.	Academic Support Program	Tier 1	Monitor	09/01/2014	06/01/2016	$0	Classroom teachers, principal
Teaching Target Skills	Teachers will provide direct instruction of the target skills needed to become a proficient writer. This will be accomplished as part of the writer's workshop mini-lessons.	Direct Instruction	Tier 1	Implement	09/02/2014	06/01/2016	$0	Teachers and administrator.
Teacher Training on Technology Integration and Use	Through local teacher collaboration and training with St. Clair County RESA teachers will share and develop strategies on utilizing technological instructional techniques.	Professional Learning	Tier 1	Getting Ready	09/01/2014	06/01/2016	$0	Teachers and administrator.
Integration of Informational text into ELA Reading Block	Teacher will work to integrate ELA skills (CCSS) and Science concepts into lessons when possible to reinforce and build background knowledge.	Direct Instruction	Tier 1	Implement	09/01/2014	06/01/2016	$0	Teachers and administrator
Questioning	Teachers will use questioning strategies to help students build metacognition skills.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/01/2016	$0	Classroom teachers, principal
Keyboarding	Teachers will provide time and activities to expose students to keyboard usage. This could be done during writers workshop, technology class, or as practice in the computer laboratory for a few minutes per week.	Academic Support Program	Tier 1	Implement	09/02/2014	06/01/2016	$0	Teachers and principal
Extended Response	Teachers will instruct using best practices the successful completion of extended response items. Teachers will provide an opportunity for students to complete extended response test and test-like items.	Direct Instruction	Tier 1	Implement	09/02/2014	06/01/2016	$0	Classroom teachers and principal.
Teacher Training on Test Taking Strategies	Through local teacher collaboration and training with St. Clair County RESA teachers will share and develop strategies on utilizing test taking instructional techniques.	Professional Learning	Tier 1	Implement	09/02/2014	06/01/2016	$0	Teachers, support staff, and administrator

iPads and Chrome Books	Teachers will integrate appropriate science concept related websites and applications for the purpose of increasing student content knowledge and research skills.	Direct Instruction	Tier 1	Getting Ready	09/01/2014	06/01/2016	$0	All teachers and administrator
Cooperative Learning	All teachers will use cooperative learning techniques to increase student engagement in social studies.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/01/2016	$0	K-5 teachers and administrator
Close Reading	Teachers will model and instruct students on close reading strategies to help all students improve comprehension of texts. Strategies will be implemented across subject areas to assist with nonfiction text.	Direct Instruction	Tier 1	Implement	09/02/2014	06/01/2016	$0	Teachers, Administrator, Title I support staff
Gender Equity	Teachers will pay special attention to the manner of their instructions in order to show equity among both genders. Some examples include: using real-world, high interest text selections, brain break/movement activities, and giving students choices.	Academic Support Program	Tier 1	Implement	09/02/2014	06/01/2016	$0	teachers, support staff, principal
Extended Response	Teachers will instruct, using best practices, the successful completion of extended response items. Teachers will provide an opportunity for students to complete extended response test and test-like items.	Direct Instruction	Tier 1	Implement	09/02/2014	06/01/2016	$0	classroom teachers, support staff, principal
Math Conferences	Classroom teachers will conference with students for the purpose of progress monitoring and reteaching mathematics concepts. Extra time and intervention will be given to students identified in the bottom 30% and through the STAR math assessment.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/01/2016	$0	Classroom teachers, administrator, support staff

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Additional instructional time	K-5th grade teachers and support staff will provide additional instruction in the area of reading comprehension to students who do not reach grade level proficiency levels (as stated by the Yale Public Schools Literacy Plan and students identified in Bottom 30%) in order to increase the students ability to achieve reading comprehension proficiency. The additional time will be as follows: 30 minutes additional for Tier 2 students, 60 minutes additional for Tier 3 students	Direct Instruction	Tier 2	Monitor	09/02/2014	06/01/2016	$0	Classroom teachers, support staff, principal

After School Program	An intensive after school program will be offered to students in the bottom 30% of each grade level. The program will include a certified teacher and paraprofessional aide to provide small group instruction. The program will use data to focus instruction on the needs of the group to help close the achievement gap. The program will be six weeks long and will meet four days a week for an hour each day.	Academic Support Program	Tier 3	Getting Ready	09/02/2014	06/01/2016	$8000	Administration, teachers, paraprofessionals
Paraprofessional Support	Paraprofessional aides will work with students one to one and/or in small groups in order to tutor/review/reteach lessons as determined by the classroom teacher. Special attention will be given to students who have been identified in the bottom 30% and intensive on the STAR mathematics assessments.	Academic Support Program	Tier 2	Implement	09/02/2014	06/01/2016	$0	Paraprofessional Aides, Classroom teachers, principal
Summer School	The school will provide a half day program to begin no more that 4 weeks before the new school year begins. The purpose of this program is to review the previous year's language arts skills/standards in order to prepare students for a new school year.	Academic Support Program	Tier 3	Monitor	09/02/2014	06/01/2016	$0	Teachers, support staff, principal
After School Program	An intensive after school program will be offered to students in the bottom 30% of each grade level. The program will include a certified teacher and paraprofessional aide to provide small group instruction. The program will use data to focus instruction on the needs of the group to help close the achievement gap. The program will be six weeks long and will meet four days a week for an hour each day.	Academic Support Program	Tier 2	Getting Ready	09/02/2014	06/01/2016	$0	Administrator, Teachers, and paraprofessional staff
Additional Time and Instruction	K-5 teachers will provide additional time and instruction to at-risk students in order to help them achieve proficiency in the area of Social Studies.	Academic Support Program	Tier 2	Implement	09/02/2014	06/01/2016	$0	Classroom teachers, principal, and parapros.
Class Size Reduction	To assist in closing the achievement gap, select students will be placed into a reduced first grade classroom. The classroom teacher, paraprofessional staff, and special education teacher will work together to provide targeted instruction and intervention.	Class Size Reduction	Tier 1	Implement	09/02/2014	06/01/2016	$0	Teacher, Administrator, and Title I support staff
Summer School	The school will provide a half day program to begin no more that 4 weeks before the new school year begins. The purpose of this program is to review the previous year's mathematical skills/standards in order to prepare students for a new school year.	Academic Support Program	Tier 2	Monitor	07/18/2016	06/12/2017	$2000	Teachers, support staff, principal

Accelerated Math	Teachers will use new technology resources with the Accelerated Math program with the purpose of meeting the needs of all students.	Academic Support Program	Tier 1	Implement	09/02/2014	06/01/2016	$2500	Teachers and principal

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Key Word - Test Taking Strategies	Teachers will instruct students in the best practices for locating and highlighting key words and phrases when they encounter multiple choice test and test-like items.	Direct Instruction	Tier 1	Implement	09/02/2014	06/01/2016	$0	Classroom teachers, principal

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training on Comprehension Strategies	Through local teacher collaboration and training with St. Clair County RESA teachers will share and develop strategies on utilizing comprehension instructional techniques.	Professional Learning	Tier 1	Monitor	09/02/2014	06/01/2016	$0	Teachers, support staff and administrator
Teacher training in differentiated instructional strategies	Through local teacher collaboration and training with St. Clair County RESA teachers will share and develop strategies on utilizing differentiated instructional techniques.	Professional Learning	Tier 1	Implement	09/02/2014	06/01/2016	$0	Teachers and administrator
Class Size Reduction	To assist in closing the achievement gap, select students will be placed into a reduced first grade classroom. The classroom teacher, paraprofessional staff, and special education teacher will work together to provide targeted instruction and intervention	Class Size Reduction	Tier 1	Monitor	09/02/2014	06/01/2016	$0	Building administrator, classroom teacher, special education teacher, and para-professionals
Teacher training in problem solving strategies	Through local teacher collaboration and training with St. Clair County RESA teachers will share and develop strategies on utilizing problem solving instructional techniques.	Professional Learning	Tier 1	Monitor	09/02/2014	06/01/2016	$0	Teachers, administrator, and RESA consultant
MC3 Professional Development	Teachers will use staff or grade level meeting time to explore and discuss how to best implement the MC3 curriculum. This will include an exploration of various graphic organizers used at each level.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/01/2016	$0	Teachers and principal

Teacher Training on Test Taking Strategies	Through local teacher collaboration and training with St. Clair County RESA teachers will share and develop strategies on utilizing test taking instructional techniques.	Professional Learning	Tier 1	Getting Ready	09/01/2014	06/01/2016	$0	Teachers and administrator
Teacher Training on Use of Universal Screeners	Through local teacher collaboration and training with St. Clair County RESA teachers will share and develop strategies on utilizing universal screeners and interpreting their data.	Professional Learning	Tier 1	Implement	09/02/2014	06/01/2016	$0	Teachers, support staff, and administrator
Teacher training in using graphic organizers as an instructional strategy	Through local teacher collaboration and training with St. Clair County RESA, teachers will share and develop strategies on utilizing graphic organizer instructional techniques.	Professional Learning	Tier 1	Implement	09/02/2014	06/01/2016	$0	Teachers, administrator and RESA consultant.
Teacher Training on Megacognition Strategies	Through local teacher collaboration and training with St. Clair County RESA teachers will share and develop strategies on utilizing metacognition instructional techniques.	Professional Learning	Tier 1	Monitor	09/02/2014	06/01/2016	$0	Teachers, support staff, administrators
Teacher training in math fact fluency instructional strategies	Through local teacher collaboration and training with St. Clair County RESA teachers will share and develop strategies on utilizing math fact fluency instructional techniques.	Professional Learning	Tier 1	Monitor	09/01/2014	06/01/2016	$0	Teachers, administrator, and RESA consultant
Teacher training in differentiated instructional strategies	Through local teacher collaboration and training with St. Clair County RESA teachers will share and develop strategies on utilizing differentiated instructional techniques.	Professional Learning	Tier 1	Monitor	09/02/2014	06/01/2016	$0	Teachers, administrator, RESA consultant.
Teacher training in differentiated instructional strategies	Through local teacher collaboration and training with St. Clair County RESA teachers will share and develop strategies on utilizing differentiated instructional techniques (as related to the new mathematics textbook series).	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/01/2016	$0	Teachers, administrator, and RESA consultant
Teacher training in test taking instructional strategies	Through local teacher collaboration and training with St. Clair County RESA teachers will share and develop strategies on utilizing test taking instructional techniques.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/01/2016	$0	Teachers, principal, RESA consultants
Teacher training in writer's workshop instructional strategies	Through local teacher collaboration and training with St. Clair County RESA teachers will share and develop strategies on utilizing writer's workshop instructional techniques including target skills instruction.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/01/2016	$0	Teachers and administrator.
Teacher training in differentiated instructional strategies	Through local teacher collaboration and training with St. Clair County RESA teachers will share and develop strategies on utilizing differentiated instructional techniques.	Professional Learning	Tier 1	Getting Ready	09/01/2014	06/01/2016	$0	Teachers, administrator, RESA consultants.

Teacher training in the use of technology	Through local teacher collaboration and training with St. Clair County RESA teachers will share and develop strategies on utilizing technological instructional techniques.	Professional Learning	Tier 1	Monitor	09/02/2014	06/01/2016	$0	Teachers and administrator
Teacher Training on Test Taking Strategies	Through local teacher collaboration and training with St. Clair County RESA teachers will share and develop strategies on utilizing test taking instructional techniques.	Professional Learning	Tier 1	Monitor	09/02/2014	06/01/2016	$0	Teachers and administrator