

Title I Schoolwide Required Components

Yale Public Schools
Yale Elementary School
Yale, Michigan, United States
2010 - 2011

Prepared for the Michigan Department of Education

Title I Schoolwide Required Components

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Title I Schoolwide Required Components

Title I Schoolwide schools must have school improvement plans that address all of the required components. By completing all of the fields within this template the schoolwide plan will comply with federal requirements. The school should ensure that the quality of the narrative minimally meets expectations as indicated on the Schoolwide School Improvement Plan rubric.

http://www.michigan.gov/documents/mde/SchoolwideRubric_222200_7.doc

1. Comprehensive Needs Assessment

The Comprehensive Needs Assessment (CNA) requirement is met by completing the School Data Profile, School Data Analysis, School Process Profile, School Process Analysis and Summary Report. The Comprehensive Needs Assessment must be completed before continuing.

2. Schoolwide Reform Strategies

Schoolwide Reform Strategies must be based upon the analysis portions of the CNA. The reform strategies should be clearly identified within the goals management section of your School Improvement Plan (SIP).

3. Instruction by Highly Qualified Professional Staff (Teachers and Instructional Paraprofessionals)

- 1. Provide an assurance statement that all paraprofessionals meet the NCLB requirements and that all teachers are Highly Qualified OR that the school has a state-approved plan in place for any teachers that do not meet the requirements. Title I funds may not be used for staff salaries unless all *Section 1119* NCLB qualification requirements are met OR a state-approved plan is in place for staff that do not meet the requirements.**

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

4. Strategies to Attract High-Quality Highly Qualified Teachers to High Needs Schools

1. Describe the process for attracting high-quality highly qualified teachers to teach in high needs schools. Include the initiatives intended to decrease turnover and retain high quality staff.

Teacher retirement has been the reason for new hires during the past several years at Yale Elementary School. The turnover rate for certified staff is negligible. There are several programs in place to ensure the highest candidates are attracted to Yale Elementary School and to encourage them to stay once they have secured a placement:

- An intensive selection process, consisting of an interview with a panel of key stakeholders including teachers, parents, and administrators enables Yale Public Schools to secure the most qualified and competent staff available.
- The district provides a comprehensive 5 day new teacher training and has a strong mentorship program designed to support and retain new teachers.
- The district leaders work in collaboration with teachers in all areas especially curriculum development.
- Teacher leadership is encouraged at all levels.
- The small and close-knit public community consisting of the City of Yale and surrounding areas is extremely supportive of Yale Elementary School.
- The facilities are continually being updated which provides for a pleasant learning environment for teachers and students.
- Building and district level plans for core subject instruction and assessment provide a clear and explicit guide for teachers to follow.
- Collaboration among teachers is encouraged using structured grade level meetings.

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

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

Yale Elementary School certified staff consists of 27 certified teachers, 38% of the instructional staff had been teaching for more than 10 years. 83% of the certified staff had been teaching for 5 years or more, leaving 17% of the staff with 2-4 years of teaching experience.

5. High-Quality and Ongoing Professional Development

High-quality ongoing professional development should be clearly identified within the goals management section of your School Improvement Plan.

6. Strategies to Increase Parental Involvement

1. Describe the strategies intended to increase parental involvement.

Yale Elementary School will continue to:

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

NCLB Section 1118

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

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

This ongoing communication also includes:

- A structured open house where teachers provide written, visual, and oral presentations to parents and students outlining the expectations and assessments used in the classroom. They also explain state standards, district literacy and math plans, and other pertinent information.
- Report cards are sent home every 12 weeks (three times per school year). Progress Reports are sent home 6 weeks after report cards (three times per year).
- Daily Planners are used by all students in third through fifth grade and as needed in Kindergarten through second.
- MEAP results are distributed to parents at meetings; either individually or small group 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 administrator provide what is needed. These materials may include: take-home copied books, leveled books, websites, practice worksheets, educational games, software, behavior plans, daily planners, and parenting resources. If parents need training in the area of reading with their child, a first grade teacher has created a DVD that can be sent home to give parents a visual model. Parents are invited and encouraged to attend the afterschool reading support program, Read & Achieve. In this setting, a parent listens to his/her child read aloud from an Accelerated Reader book and assists or observes the child taking a comprehension

test on the book.

3. Train Staff to Work Collaboratively with Parents

Yale Elementary School provides teacher training on using Parent Connect as a way to communicate with parents. Parent Connect is a website parents may access online to view student grades, missing assignments, classroom news, and other useful information. 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:

- D.A.R.E. program (Drug Abuse Resistance Education)
- Visits to the local fire hall for fire safety prevention activities
- Partnerships with local retailers such as Target, Birchwood Mall, Vinckier's Spartan Store (a local grocery store which has a receipt saving incentive program)
- Collecting pop tabs for Ronald McDonald House
- Participation in the St. Jude's Math-a-thon program
- Scholastic Book Fairs
- Box Tops for Education
- Career day program whereby parents and community members present career information
- PTO and school fundraisers
- Read & Achieve afterschool reading program
- Award ceremonies
- Grade level choral concerts
- Parenting classes
- 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 resources. Yale Elementary teachers must create and disseminate a newsletter on at least a bi-weekly basis. Most teachers send home a weekly newsletter. Newsletters are written in parent-friendly language. Newsletters contain information pertaining to weekly happenings (school, classroom and community activities, curriculum covered, websites to visit, etc.) 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 immediately puts a note in the appropriate teachers' mailbox.

There are very few students, whose parents speak a language other than English, attending Yale Elementary. In the case whereby a parent needs assistance due to language needs, the individual teacher makes the

needed accommodations. One teacher used a computer program to assist her in translating notes sent home to a Spanish speaking parent. 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 meetings. Notes sent home are printed using basic vocabulary. Teachers meet with parents with limited reading skills providing hands-on basic training in child instructional techniques.

14. Provide Support for Parent Involvement

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

F. Provide Opportunities for All Parents

Although there are very few parents in our community with limited English proficiency or migrant children, special care is taken by individual teachers in the form of home visits, meetings, and coordination with the counselor or other necessary involved staff. For economically disadvantaged or in the case of a tragedy, gift cards for groceries or gas, clothing, and a holiday gift giving program (Julie's Kids) are utilized by the staff to assist parents and families.

2. Describe parental involvement in the following requirements:

a. Program Design:

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

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

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

b. Program Implementation:

Parents are involved in the implementation of the School Improvement Plan and in school wide programs through the Parent Teacher Organization (PTO). Parent representatives organize special

activities to support and enhance Yale Elementary School's curriculum.

c. Program Evaluation:

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

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

Parents are invited and encouraged to attend the annual Title I planning and evaluation meeting at Yale Elementary School. In the fall of 2010, a meeting will be held. The scope of the meeting will include an evaluation of the school-wide plan in order to gain parent input. Efforts will be made to include a wider range of parents in the implementation and evaluation of this school improvement plan by creating focus groups and using data attained from surveys in the Fall of each school year. The data will be examined in order to improve programs and parent involvement.

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

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

This communication includes:

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

4. Describe the process to develop the school-parent compact.

The Parent Compact is reviewed, evaluated, and shared with parents, teachers, and administrators at the Annual Title I meeting. It was revised several years ago. Our student, teacher, and parent compact was developed by a committee of teachers and administrators in 2002. At the 2009 Annual Title I meeting, there was interest shown in developing a revised edition of the parent compact that was in use. A committee of parents and teachers worked on revising the compact during the fall of 2009. The updated compact was shared with parents at the 2009 Fall Parent Teacher conferences in November.

5. Provide an assurance statement that the school-parent compact is discussed at least annually during elementary level parent-teacher conferences.

The Parent Compact is signed and distributed annually to the parents of Yale Elementary students at fall parent teacher conferences, held In November each year. One hundred percent of parents typically attend conferences. In the event a parent is not able to attend the scheduled conference time, the compact is signed by the teacher and sent home. The parent compact was copied on NCR paper in order to provide one copy each for parent, student, and teacher.

6. Upload the school-parent compact.

A school-level parent involvement policy has been uploaded

7. Provide the web site link / address where your schoollevel parent involvement plan/policy can be viewed.

<http://www.yale.k12.mi.us/yes/YESplan.pdf>

7. Preschool Transition Strategies

1. Describe preschool transition strategies, if applicable.

Preschool Transition Plan:

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

Kindergarten Round-up takes place in the spring. Parents and students attend. A parent orientation meeting is held to familiarize parents with Yale Elementary School Staff, educational program, and expectations. A Kindergarten Readiness Assessment is administered to all students entering Kindergarten. Struggling kindergarten students are provided with additional targeted support from a Kinder-Care staff member. Parents of preschool students are invited to participate in parenting training activities.

Transitions from Elementary to Middle School:

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

8. Teacher Participation in Making Assessments Decisions

1. Describe how teachers participate in decision-making regarding the use of school-based academic assessments.

The Creation/Development of assessments:

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

Decision-making regarding the use of assessments:

Each spring, there is a meeting during which teachers serving as department heads and administrators are encouraged to evaluate and revise the district's Literacy Plan and Math Achievement Plan. This evaluation includes looking over the entire plan and determining the changes that are required in order to make the plan the most beneficial for all teachers and students in every grade level. Teacher involvement is a crucial piece in all curriculum development and decision making. This is achieved through the District Curriculum Council where at least 4 teachers from Yale Elementary School represent all teachers in the curriculum writing and evaluation process. Teachers from Yale Elementary participate monthly in grade level meetings, and instructional staff meetings. At these meetings, teachers discuss assessment data and strategies to reach all learners.

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

Student Achievement Data Analysis:

At Yale Elementary School, Grade Level Meetings are utilized to analyze student achievement data (MLPP, DIBELS, and DRA, etc.) and to discuss individualized student growth plans which are designed to help every student 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.

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

1. Describe the process to identify students experiencing difficulty mastering the States academic achievement standards at an advanced or proficient level (Levels 1 or 2).

Yale Elementary School collects data using various assessments:

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

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

- Michigan Literacy Progress Profile (MLPP) assessments are utilized by 1st grade and Kindergarten teachers as stipulated in the Yale Elementary Literacy plan (see below for a schedule of assessments). Second and third grade teachers use the MLPP assessments when a student is experiencing difficulty. These assessments identify skills students need to work on in order to become more proficient readers. Therefore, these assessments are used to drive instruction and create growth plans (individual plans for struggling readers) as needed.

- Grade Level Math Assessments are used three times a year. Data from this assessment is used to identify students, who are struggling, in the area of math. Math chapter tests, quizzes, and other classroom assessments can also be used to determine specific areas of need.

Schedule of Assessments (From Yale Elementary Literacy and Math Plans)

SEPTEMBER

9 3RD - 5TH Grade Toolboxes

8-18 DIBELS Assessment window

OCTOBER

31 1ST - 5TH Grade DRA Assessment

31 1ST - 5TH Grade Writing Sample

NOVEMBER

30 SWIS Data Collection

DECEMBER

- 4 Marking Period ends
- 11 Report Cards go home

JANUARY

- 4-15 DIBELS Assessment window
- 27 Literacy Assessments completed
(Kindergarten - Oral Language, Letter/Sound Identification, Rhyming, DRA)
(1st - 2nd grades - DRA, Writing Sample)
(3rd - 5th grades - DRA, Writing Sample)
- 31 District Math Assessment (grades K-5)

MARCH

- 19 Literacy Assessments completed
(Kindergarten - Oral Language, Letter/Sound Identification, DRA)
(1st - 5th grades - DRA, MLPP assessments as needed)

APRIL

- 30 District Math Assessment (Grades K-5)

MAY

- 3-14 DIBELS Assessment WINDOW
- 15 DRA (All Grades)
- 30 Writing Sample (K-5 Grade)
- CCC Scores (K-5 Grade)

2. Describe the timely additional instruction for students with difficulty mastering State academic achievement standards. This requires a process to provide timely additional assistance to students at Levels 3 and 4 proficiency on the MEAP.

Yale Elementary School uses the DRA and DIBELS data to identify benchmark, strategic, and intensive student levels. All students receive 90 minutes of literacy instruction daily. Students scoring in the strategic range receive an additional 30 minutes of instruction. Students scoring in the intensive range receive the 30 additional minutes along with another 30 minutes of instruction. Students scoring in the strategic and intensive range also work with an instructional paraprofessional. This instructional paraprofessional uses a teacher selected, research based intervention program such as Early Success and Soar to Success. The REWARDS and Read Naturally programs may also be used to help students be successful in reading fluency and comprehension.

Teachers at Yale Elementary participate in professional learning communities. These professional learning communities are referred to as grade level meetings and occur on a monthly basis. During these meetings grade level teachers collaborate to create and implement student intervention plans (referred to at Yale Elementary School as growth plans). Data collected on each struggling student is review, discussed, and a plan for intervention strategies devised or modified.

Students, who are not making adequate progress, despite these forms of timely, additional assistance are referred to the Student Needs Assessment Committee consisting of key stakeholders. This can and often does include the current classroom teacher, previous classroom teacher, administrator, counselor/social worker, special education/speech and language therapist, and other staff. 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 testing.

READING

In grades 3-5, Students not meeting proficiency level of 1 or 2 on the ELA MEAP, will receive additional instructional time of 30 minutes (plus 30 additional minutes if needed) by the classroom teacher, special education teacher, or instructional aide.

In grades K-5, students scoring in the strategic or intensive range on DIBELS benchmark testing, will receive additional instructional time of 30 minutes (plus 30 additional minutes if needed) by the classroom teacher, special education teacher, or instructional aide.

In grades K-5, students below grade level expectations on the Developmental Reading Assessment (DRA), will receive additional instructional time of 30 minutes (plus 30 additional minutes if needed) by the classroom teacher, special education teacher, or instructional aide. Classroom modifications and adaptations will be used to individualize instruction.

WRITING

In grades K-5, students scoring below 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.

MATHEMATICS

In grades 3-5, students not meeting proficiency level of 1 or 2 on the Mathematics MEAP will have a growth plan developed by teachers and parents. The growth plan will list the additional strategies to be used to individualize instruction.

In grades K-5, students below grade level expectations on the locally developed math assessment will have a growth plan developed by teachers and parents listing the additional strategies to be used to individualize instruction. Classroom modifications and adaptations will be used to individualize instruction.

SCIENCE

In grades K-5, students scoring below expectations on classroom assessments and classroom performance will receive additional classroom modifications and adaptations as needed to individualize instruction.

SOCIAL STUDIES

In grades K-5, students scoring below expectations on classroom assessments and classroom performance will receive additional classroom modifications and adaptations as needed to individualize instruction.

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

1. Describe how the Federal, State and local programs and resources are coordinated to support the Schoolwide program and initiatives in the SIP.

Title II, Part A

Professional Development is provided with goals based on core content areas. This professional development supports this improvement plan by:

- Instructing teachers in the use of School-wide Reform Strategies
- Ensuring students have the opportunity to be instructed by Highly Qualified Staff,
- Attracting and retaining the highly qualified staff

In addition, Title II, Part A funding provides support in core content areas based on goals identified in LEA application, workshops and consultants to be utilized as needed for staff development, and a comprehensive mentorship program to be provided for all probationary teachers.

Title II, Part D

On-site technology support and access to Internet-based instructional resources are provided with goals based on core content areas. This technology support this improvement plan by:

- Providing data resources to be used in the comprehensive needs assessment
- Giving teachers and students the opportunities to use school-wide reform strategies
- Assisting teachers and administrators in making assessment decisions.

Twenty-five percent or more of the Title II Part D grant is used to provide professional development primarily for the districts media specialist and media technology team. The remaining portion is used to provide technological enhancement to the K-12 core curriculum programs.

Title V, Part A

This funding provides technology resources used for high quality professional development, to increase parent involvement, and to provide additional assistance to students not meeting grade level expectations. In addition, Title V, Part A funding provides wireless internet to students and parents during after-school hours.

Section 31a At Risk

This funding provides Counseling and Social Work resources which are designed to increased parent involvement, to provide assistance to students during preschool and middle school transitions, and to give additional assistance to students as needed. In addition, the counselor provides classroom, social, and academic support and the social worker provides personal and family support to students as needed.

IDEA

The funding from IDEA provides the Special Education Program which is used to support teachers in the areas of assessment decisions and the instruction of school-wide reform strategies. The special education program provides additional assistance to students at risk of not achieving grade level expectations. A special education teacher is available for pull out or inclusion instructional support.

2. Describe how the school will use resources under Title I, Part A and from other sources to implement the required Schoolwide plan components:

Title I, Part A

These funding resources are used to provide one teacher/ consultant to coordinate the Title I instructional program. This consultant provides direct assistance to at risk third grade students. The consultant provides assistance to four highly qualified Title I paraprofessionals who in turn assist students with academic needs. The paraprofessional aides provide support 6 hours per day 4 days per week. Title I, Part A funds are used to support teachers in making assessment decisions, to utilize school-wide reform strategies, to provide additional assistance to students, and to ensure students have access to appropriate instructional support and resources.

In addition, a portion of the Title I, Part A funds is designated for the support of homeless students through immediate enrollment and through access to free milk, breakfast, and lunch.

- 3. Describe the coordination and integration of Federal, State and local programs and services to support eligible Title I, Part A students in a manner appropriate to their grade level. Include, if any applicable programs such as violence prevention, nutrition, housing, Head Start, adult, vocational and technical education and any other programs that help support the Title I-eligible students in your school.**

Yale Elementary School has been involved with the Foster Grandparent Program in St. Clair County for several years. The Council on Aging provides recruitment and training for the volunteers. The teachers with whom the volunteers work evaluate the volunteer's performance several times during the school year. The evaluations are used to determine the need for training by the Council on Aging.

Parents are welcomed and encouraged to participate in the classroom following a background check.

Teachers train parents to work with students for either a small group or one on one session.

Annual Kindergarten Round-up utilizes community resources including Community Mental Health and St. Clair County Health Department.