

# School Improvement Plan

School Year: 2011 - 2012

School District: Yale Public Schools

ISD/RESA: St. Clair County RESA

School Name: Yale Senior High School

Grades Served: 9,10,11,12

Principal: Mr. Paul Flynn

Building Code: 04613

District Approval of Plan:

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Authorized Official Signature and Date

Board of Education Approval of Plan:

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Authorized Official Signature and Date

# School Improvement Plan

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# **Introduction**

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

## School Information

School:	Yale Senior High School
District:	Yale Public Schools
Public/Non-Public:	Public
Grades:	9,10,11,12
School Code Number:	04613
City:	YALE
State/Province:	Michigan
Country:	United States

# Vision, Mission and Beliefs

## **Vision Statement**

Yale High School is committed to provide the best educational experience for the individual learner. It is our hope to prepare each student so that they are postured to pursue collegiate opportunities, as well as, demonstrate career and employment readiness skills upon completion of their educational experience.

## **Mission Statement**

We will establish, develop and maintain a curriculum that guarantees an educational opportunity for each student in a safe, caring and creative environment. We believe it is our purpose to educate and challenge all students and to provide support and foster positive growth for physical, social and emotional behaviors and attitudes. We must have the ongoing involvement of our staff, students, parents, and community in planning, interaction and support for Yale High School to be successful in its mission.

## **Beliefs Statement**

We believe that all students can achieve given the proper nurturing, development and processing time.

## Goals

Name	Development Status	Progress Status
English Language Arts	Complete	Open
Math	Complete	Open
Science Achievement	Complete	Open
Social Studies	Complete	Open

### Goal 1: English Language Arts

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** Students will improve their knowledge and application of English skills.

**Gap Statement:** Proficiency scores are below the College Readiness levels as identified by EXPLORE, PLAN, ACT/MME in both Reading and Writing.

**Cause for Gap:** Best practices of recognizing and contextualizing grammatical rules are not being fully implemented. Instructional practices are not being fully differentiated to meet the student needs at the exemplary level.

**Multiple measures/sources of data you used to identify this gap in student achievement:** \*EXPLORE

\*PLAN

\*MME

\*Data Director information related to Common Assessments

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** College Readiness on the EXPLORE, PLAN, and ACT/MME and Proficiency levels on the MME State Assessment will be used to monitor progress and success of this goal.

**Contact Name:** Paul Flynn

#### List of Objectives:

Name	Objective
Grammar	The number of students who meet or exceed the College Readiness Levels will increase by 5% by 2013.

### 1.1. Objective: Grammar

**Measurable Objective Statement to Support Goal:** The number of students who meet or exceed the College Readiness Levels will increase by 5% by 2013.

**List of Strategies:**

Name	Strategy
Anticipatory Set	Teachers will provide grammar rules, strategies, and practices at the beginning of each class period. Students will have five (5) minutes to complete the requested task. Teacher will follow up with a variety of questioning techniques to evaluate student understanding and reteach if necessary.
Writing	Students will demonstrate competency on the various genres of writing with a focus on Persuasive Writing.

### 1.1.1. Strategy: Anticipatory Set

**Strategy Statement:** Teachers will provide grammar rules, strategies, and practices at the beginning of each class period. Students will have five (5) minutes to complete the requested task. Teacher will follow up with a variety of questioning techniques to evaluate student understanding and reteach if necessary.

**Selected Target Areas**

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**Other Required Information for Strategy**

"Classroom Instruction that Works", (2001), Marzano, Pickering, Pollack.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Grammar	2011-09-07	2012-06-16	English Department
Interactive Technology	2011-09-06	2012-06-17	All teachers.

#### 1.1.1.1. Activity: Grammar

**Activity Description:** Teachers will provide grammar rules, strategies, and practices at the beginning of each class period. Students will have five (5) minutes to complete the requested task. Teacher will follow up with a variety of questioning techniques to evaluate student understanding and reteach if necessary.

**Planned staff responsible for implementing activity:** English Department

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-07, End Date - 2012-06-16

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Grammar	No Funds Required	0.00	0.00

### 1.1.1.2. Activity: Interactive Technology

**Activity Description:** Teachers will incorporate the use of technology such as interactive white boards to improve delivery of information and to greater engage students in the daily lessons.

**Planned staff responsible for implementing activity:** All teachers.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-17

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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### 1.1.2. Strategy: Writing

**Strategy Statement:** Students will demonstrate competency on the various genres of writing with a focus on Persuasive Writing.

**Selected Target Areas**

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**Other Required Information for Strategy**

"Units of Study for Teaching Writing", Lucy Calkins.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Interactive Technology	2011-09-06	2012-06-17	All teachers.
Persuasive Essay	2011-09-07	2012-06-16	English Department

**1.1.2.1. Activity: Interactive Technology**

**Activity Description:** Teachers will incorporate the use of technology such as interactive white boards to improve delivery of information and to greater engage students in the daily lessons.

**Planned staff responsible for implementing activity:** All teachers.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-17

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount

**1.1.2.2. Activity: Persuasive Essay**

**Activity Description:** Teachers will provide modeling and reinforcement for Process Writing. Teachers will have students complete the various identified parts of Process Writing as individual components. Teachers will use peer editing as an additional reinforcement activity to ensure progress. Rubrics will be developed, introduced and modeled to students to ensure understanding.

**Planned staff responsible for implementing activity:** English Department

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-07, End Date - 2012-06-16

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Writing Professional Development (RESA)	Title II Part A	1,000.00	0.00

## Goal 2: Math

**Content Area:** Math

**Development Status:** Complete

**Student Goal Statement:** All students will improve their understanding, use and application of mathematical knowledge.

**Gap Statement:** \*Student Scores are below the College Readiness Levels set by EXPLORE, PLAN, ACT.

\*Data Interpretations using models, charts, tables, and graphs are below College Readiness Levels as rated by EXPLORE, PLAN, and ACT.

\*Common Assessments show existing gaps in curriculum delivery and content mastery.

**Cause for Gap:** \*Students have minimal experience in working on problems in a timed environment.

\*Students have a lack of exposure to normalized testing scenarios (i.e. ACT style questions).

\*Students have minimal experience in solving problems that require higher level thinking skills.

**Multiple measures/sources of data you used to identify this gap in student achievement:** \*EXPLORE

\*PLAN

\*ACT/MME

\*DATA DIRECTOR INFORMATION

\*SHARED COMMON ASSESSMENTS

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** College Readiness Levels on the EXPLORE, PLAN, ACT assessments will be used to monitor progress and success of this goal.

**Contact Name:** Paul Flynn

**List of Objectives:**

Name	Objective
Mathematical Manipulation, Fluency and Problem-Solving	The number of students who meet or exceed the College Readiness Level will increase by 5% as measured by the EXPLORE, PLAN, and ACT.

## 2.1. Objective: Mathematical Manipulation, Fluency and Problem-Solving

**Measurable Objective Statement to Support Goal:** The number of students who meet or exceed the College Readiness Level will increase by 5% as measured by the EXPLORE, PLAN, and ACT.

### List of Strategies:

Name	Strategy
Bell Ringer	At the beginning of each class period, teachers will give students ACT style questions in a timed environment to increase their exposure. Teachers will guide a classroom discussion regarding various procedures for solving and for the determination of the procedure that would take the least amount of time and accurately determine the answer.
Motivation	Students who have attained a proficient score in the classroom will earn an opt-out experience during semester exams. These students will be excused from final exams.

### 2.1.1. Strategy: Bell Ringer

**Strategy Statement:** At the beginning of each class period, teachers will give students ACT style questions in a timed environment to increase their exposure. Teachers will guide a classroom discussion regarding various procedures for solving and for the determination of the procedure that would take the least amount of time and accurately determine the answer.

#### Selected Target Areas

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#### Other Required Information for Strategy

Mastropieri & Scruggs, (2006)

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Bell Ringer	2011-09-07	2012-06-16	Math Department
Interactive Technology	2011-09-06	2012-06-17	All teachers.

#### 2.1.1.1. Activity: Bell Ringer

**Activity Description:** Students will use their application skills in the first five (5) minutes of each class to problem solve ACT style questions in a timed environment.

**Planned staff responsible for implementing activity:** Math Department

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-07, End Date - 2012-06-16

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Bell Ringer	No Funds Required	0.00	0.00

**2.1.1.2. Activity: Interactive Technology**

**Activity Description:** Teachers will incorporate the use of technology such as interactive white boards to improve delivery of information and to greater engage students in the daily lessons.

**Planned staff responsible for implementing activity:** All teachers.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-17

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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**2.1.2. Strategy: Motivation**

**Strategy Statement:** Students who have attained a proficient score in the classroom will earn an opt-out experience during semester exams. These students will be excused from final exams.

**Selected Target Areas**

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**Other Required Information for Strategy**

The Effect of Learning and Motivation Strategies, Bruce W. Tuckerman (2003)

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Interactive Technology	2011-09-06	2012-06-17	All teachers.
Motivation	2011-09-07	2012-06-16	Math Department

**2.1.2.1. Activity: Interactive Technology**

**Activity Description:** Teachers will incorporate the use of technology such as interactive white boards to improve delivery of information and to greater engage students in the daily lessons.

**Planned staff responsible for implementing activity:** All teachers.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-17

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount

**2.1.2.2. Activity: Motivation**

**Activity Description:** College Readiness Levels on the EXPLORE, PLAN, ACT assesments will be used to monitor progress and success of this goal.

**Planned staff responsible for implementing activity:** Math Department

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-07, End Date - 2012-06-16

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Motivation	No Funds Required	0.00	0.00

### **Goal 3: Science Achievement**

**Content Area:** Science

**Development Status:** Complete

**Student Goal Statement:** Students will improve their knowledge and application of science skills.

**Gap Statement:** \*Student scores are below the College Readiness Levels set by EXPLORE, PLAN and ACT.

\*Data interpretations using models, charts, tables and graphs are below College Readiness Levels as rated by EXPLORE, PLAN and ACT.

\*Scores used in the Science Department are not at passing levels for all students in each of the content areas within the science department.

**Cause for Gap:** Science reasoning is a high-level thinking process, and students need to be given more time and classroom opportunities to improve.

**Multiple measures/sources of data you used to identify this gap in student achievement:** \*ACT

\*EXPLORE

\*PLAN

\*Practice ACT

\*MME

\*Data Director information related to Common Assessments

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** College Readiness Levels on EXPLORE, PLAN, ACT assessments and Proficiency Levels on the MME State Assessment will be used to monitor progress and success of this goal.

**Contact Name:** Paul Flynn

**List of Objectives:**

Name	Objective
Analysis Skills	The number of students who meet or exceed the College Readiness Level will increase by 5% as measured by the EXPLORE, PLAN, ACT/MME.

### 3.1. Objective: Analysis Skills

**Measurable Objective Statement to Support Goal:** The number of students who meet or exceed the College Readiness Level will increase by 5% as measured by the EXPLORE, PLAN, ACT/MME.

**List of Strategies:**

Name	Strategy
AAA	Teachers will remediate with students during the support hour (AAA) on Tuesdays and Thursdays (10:18 am - 10:48 am). Review and practice opporunities will be provided for all students during this time.
Bell Ringer	Teachers will use Bell Ringers to introduce analytical skills and application for data interpretation, interpolation and extrapolation through ACT style examples.
Common Assessments	Teachers will provide Common Summative Assessments in the content/subject areas. Within these assessments, teachers will provide opportunities for students to demonstrate their analytical skills through interpretation, interpolation and extrapolation of charts, graphs, and graphic organizers.

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#### 3.1.1. Strategy: AAA

**Strategy Statement:** Teachers will remediate with students during the support hour (AAA) on Tuesdays and Thursdays (10:18 am - 10:48 am). Review and practice opporunities will be provided for all students during this time.

**Selected Target Areas**

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**Other Required Information for Strategy**

The Discipline and Practice of Qualitative Research,(2005) Denzin, Norman K. & Lincoln, Yvonna S.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
At-Risk Identification	2011-09-07	2012-06-16	All staff.

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#### 3.1.1.1. Activity: At-Risk Identification

**Activity Description:** Staff will use common assessments and EXPLORE, PLAN, PRACTICE ACT and ACT/MME, as well as daily performance indicators to identify students who need individualized attention during AAA.

**Planned staff responsible for implementing activity:** All staff.

**Actual staff responsible for implementing activity:** All Staff.

**Planned Timeline:** Begin Date - 2011-09-07, End Date - 2012-06-16

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
At-Risk Student Identification	No Funds Required		

### 3.1.2. Strategy: Bell Ringer

**Strategy Statement:** Teachers will use Bell Ringers to introduce analytical skills and application for data interpretation, interpolation and extrapolation through ACT style examples.

**Selected Target Areas**

3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.8 Implements interventions to help students meet expectations for student learning

**Other Required Information for Strategy**

Use of Marzano nonlinguistic graphic organizers for data analysis and interpretation, interpolation and extrapolation skills.

["Classroom Instruction that Works", RJ Marzano, DJ Pickering, JE Pollock - 2003].

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Bell Ringer Implementation	2009-09-08	2013-09-08	Classroom science teachers within the department will be responsible for implementing the activity.
Interactive	2011-09-	2012-06-	All teachers.

Technology	06	17	
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### 3.1.2.1. Activity: Bell Ringer Implementation

**Activity Description:** Teachers will provide nonlinguistic representations/advanced graphic organizers to students at the beginning of each class period. Students will use analytical skills to respond to queries related to such. Students will have five (5) minutes to complete the requested task. Teacher will follow up with a variety of questioning techniques to evaluate student understanding and reteach if necessary.

**Planned staff responsible for implementing activity:** Classroom science teachers within the department will be responsible for implementing the activity.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2009-09-08, End Date - 2013-09-08

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
None	No Funds Required	0.00	0.00

### 3.1.2.2. Activity: Interactive Technology

**Activity Description:** Teachers will incorporate the use of technology such as interactive white boards to improve delivery of information and to greater engage students in the daily lessons.

**Planned staff responsible for implementing activity:** All teachers.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-17

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount

### 3.1.3. Strategy: Common Assessments

**Strategy Statement:** Teachers will provide Common Summative Assessments in the content/subject areas. Within these assessments, teachers will provide opportunities for students to demonstrate their analytical skills through interpretation, interpolation and extrapolation of charts, graphs, and graphic organizers.

**Selected Target Areas**

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**Other Required Information for Strategy**

Use of Marzano nonlinguistic graphic organizers for data analysis and interpretation, interpolation and extrapolation skills.

["Classroom Instruction that Works", RJ Marzano, DJ Pickering, JE Pollock - 2003].

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Common Assessment Implementation	2010-09-07	2013-06-17	Content area teachers will be responsible for the collaboration, development and implementation of the use of Common Assessments.

#### 3.1.3.1. Activity: Common Assessment Implementation

**Activity Description:** Teachers will collaborate within department and ensure that all content area assessments will assess the same information in the same manner. Summative assessments will be given with regularity at the end of each unit, and additionally at the end of each semester. Primary emphasis will focus on data interpretation and analysis. Teachers will identify common areas of deficit and plan and develop remediation activities. The use of "AAA" time will be directed focus for student remediation. The AAA activity will take place twice a week (Tuesday/Thursday) for a period of one hour on each day.

**Planned staff responsible for implementing activity:** Content area teachers will be responsible for the collaboration, development and implementation of the use of Common Assessments.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2013-06-17

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
NA	No Funds Required	0.00	0.00

## Goal 4: Social Studies

**Content Area:** Social Studies

**Development Status:** Complete

**Student Goal Statement:** All students will improve their use and understanding of Social Studies skills.

**Gap Statement:** MEAP results (9th Grade) show stagnant performance (as measured by cohort average) as it relates to the targeted areas. ACT/MME results tend to be lower than county averages for some years.

**Cause for Gap:** Instructional practices are not fully differentiated to meet all student needs to meet the exemplary level.

Best practices and embedded research-based practices for delivering instruction and assessment are not implemented at the exemplary level.

Engaging lessons and infused technology approaches have not reached the exemplary level.

**Multiple measures/sources of data you used to identify this gap in student achievement:** The various sources of data used to identify the gap in student achievement consist of EXPLORE, PLAN, ACT/MME, and the 9th grade MEAP.

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** College Readiness Levels on EXPLORE, PLAN, ACT/MME assessments and Proficiency Levels ("1" and "2") on the 9th Grade MEAP and MME.

**Contact Name:** Paul Flynn

**List of Objectives:**

Name	Objective
Judging Decisions	The number of students who meet or exceed the College Readiness Level will increase by 5% to improve all student's performance by 2013 as measured by the Social Studies 9th grade MEAP test, EXPLORE, PLAN, ACT/MME.

### 4.1. Objective: Judging Decisions

**Measurable Objective Statement to Support Goal:** The number of students who meet or exceed the College Readiness Level will increase by 5% to improve all student's performance by 2013 as measured by the Social Studies 9th grade MEAP test, EXPLORE, PLAN, ACT/MME.

**List of Strategies:**

Name	Strategy
At-Risk Identification	Staff will use common assessments and EXPLORE, PLAN, Practice ACT and ACT/MME, as well as daily performance indicators to identify students who need individualized attention during AAA.
Bell Ringer	Teachers will use Bell Ringers to introduce analytical skills and application for data interpretation, interpolation and extrapolation through ACT style examples, (ie. tables, charts and graphs).

### 4.1.1. Strategy: At-Risk Identification

**Strategy Statement:** Staff will use common assessments and EXPLORE, PLAN, Practice ACT and ACT/MME, as well as daily performance indicators to identify students who need individualized attention during AAA.

**Selected Target Areas**

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**Other Required Information for Strategy**

The Discipline and Practice of Qualitative research, (2005), Denzin, Norman K. & Lincoln, Yvonna S.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
At-Risk Identification	2011-09-07	2012-06-16	All staff

#### 4.1.1.1. Activity: At-Risk Identification

**Activity Description:** Staff will use common assessments and EXPLORE, PLAN, Practice ACT, and ACT/MME, as well as daily performance indicators to identify students who need individualized attention during AAA.

**Planned staff responsible for implementing activity:** All staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-07, End Date - 2012-06-16

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
At-Risk Identification	No Funds Required	0.00	0.00

### 4.1.2. Strategy: Bell Ringer

**Strategy Statement:** Teachers will use Bell Ringers to introduce analytical skills and application for data interpretation, interpolation and extrapolation through ACT style examples, (ie. tables, charts and graphs).

**Selected Target Areas**

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**Other Required Information for Strategy**

Use of Marzano nonlinguistic graphic organizers for data analysis and interpretation, interpolation and extrapolation skills. [Classroom Instruction that Works", RJ Marzano, DJ Pickering, JE Pollock - 2003].

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Bell Ringer Implementation	2010-09-07	2013-06-16	Social Studies Department
Interactive Technology	2011-09-06	2012-06-17	All teachers.

#### 4.1.2.1. Activity: Bell Ringer Implementation

**Activity Description:** Teachers will provide nonlinguistic representations /advanced graphic organizers to students at the beginning of each class period. Students will use analytical skills to respond to queries related to such. Students will have five (5) minutes to complete the requested task. Teacher will follow up with a variety of questioning techniques to evaluate student understanding and reteach if necessary.

**Planned staff responsible for implementing activity:** Social Studies Department

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2013-06-16

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Bell Ringer Implementation	No Funds Required	0.00	0.00

**4.1.2.2. Activity: Interactive Technology**

**Activity Description:** Teachers will incorporate the use of technology such as interactive white boards to improve delivery of information and to greater engage students in the daily lessons.

**Planned staff responsible for implementing activity:** All teachers.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-17

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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## Resource Profile

<b>Funding Source</b>	<b>Planned Amount</b>	<b>Actual Amount</b>
No Funds Required	\$0.00	\$0.00
Title II Part A	\$1,000.00	\$0.00

# Additional Requirements

## Comprehensive Needs Assessment

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

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

1. How was the comprehensive needs assessment conducted?

## Curriculum Alignment that Corresponds to the Goals

1. Describe how the curriculum is aligned with State standards and how this alignment will help the school meet the academic Goals. Describe the process for review and revision of the curriculum; evidence could include a timeline for curriculum review or a description of the review process.
2. Describe how decisions about curriculum, instruction and assessment are made at this school, and how all stakeholders are involved in the process.

*The School Improvement Team will use a documentation system to record the effectiveness of strategies toward achievement of the goals. The documentation will drive the decision-making process for the School Improvement Team. In making decisions the following parameters will need to be followed:*

*\*Stay within curriculum, district policies, and the Master Agreement*

*\*Use effective research and assessment data*

*\*Work with Central Administration regarding Curriculum, funding, and the Board of Education for approval and awareness*

## Staff Development

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

### **Alternative Measures of Assessment**

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

### **Effective Use of Technology**

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

*Yale Public Schools has developed and implemented and submitted a Technology Plan. Included in this plan is the understanding and commitment for the need of integrated use of technology in the classroom for the purpose of instruction. As a result, the district has purchased innovative technological tools for staff to assist in engaging students in the learning process. Document cameras, "ELMO's", Promethean Interactive Boards, Graphing Calculators are examples of the types of embedded technology that the district has provided. Each has plays a role in having a positive impact on student involvement and growth towards the goals included in the School Improvement Plan.*

### **Evaluation of the School Improvement Plan**

1. Describe how the school annually evaluates the implementation of, and results achieved by, the SIP, using data from the State's annual assessments and other indicators of academic achievement.
  
2. Describe how school and student information and progress will be shared with all stakeholders in a language that they can understand.

*Progress towards goals and student progress will be documented through the data analysis warehousing system (Data Director). Analysis of improvement in each of the identified areas will be shared with stakeholders through a graphic organizer (comparative tables, etc.) on a regular basis. This will allow opportunity to monitor goal progress and student performance.*

### **Building Level Decision-Making**

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

*The School Improvement Plan of Yale High School is a dynamic model to improve student performance in the content areas, improve reading and writing across the curriculum, and improve the use of technology to accomplish these goals. The plan is data driven and is a collaborative effort by all stakeholders. Goal Teams use the available data to determine goals needed to improve student achievement. Goals are aligned with the District's Curriculum and State GLCE's. Once goals have been formulated, the teams develop strategies to help students achieve these goals. Finally, assessments or evaluations are used as benchmarks in identifying growth and to determine if students are reaching these goals. Strategies will be revised or adjusted accordingly.*

## Assurances

### EdYES! (pending statutory approval to be changed to MI-SAAS) (EdYES!)

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

Response: *N/A (our school does not have grades 1-5)*

Comments:

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

Response: *Yes*

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

### Educational Development Plan (EDP)

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

### Health and Safety (HSAT)

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

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

Response: *Written policy, fully implemented*

Comments:

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

Response: *Yes*

Comments: *All teachers in the high school are expected to consistently follow our assertive discipline policy to ensure similar levels of expectations toward student behavior in every classroom.*

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

Response: *Yes*

Comments: *Each student is issued a handbook at the beginning of each year which outlines all policies of the building.*

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

Response: *Yes*

Comments:

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

Response: *Reviewed policy, but not yet adopted*

Comments:

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

Response:

Comments:

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

Response:

Comments:

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

Response:

Comments:

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

Response:

Comments:

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

Response:

Comments:

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

Response:

Comments:

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

Response:

Comments:

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

Response:

Comments:

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

Response:

Comments:

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

Response:

Comments:

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

Response:

Comments:

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

Response:

Comments:

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

Response:

Comments:

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

Response:

Comments:

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

Response:

Comments:

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

Response:

Comments:

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

Response:

Comments:

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

Response:

Comments:

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

Response:

Comments:

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

Response:

Comments:

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

Response:

Comments:

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

Response:

Comments:

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

Response:

Comments:

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

Response:

Comments:

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

Response:

Comments:

31. Our school has a parent education program.

Response:

Comments:

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

Response:

Comments:

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

Response:

Comments:

## Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
Mr.	Paul	Flynn	Principal	pflynn@yale.k12.mi.us
Mrs.	Maureen	Klocke	Athletic Director	mklocke@yale.k12.mi.us
Ms.	Nancee	Armstrong	Counselor	narmstrong@yale.k12.mi.us
Mrs.	Stacie	Atkins	Math Teacher	satkins@yale.k12.mi.us
Mr.	Steve	Barr	Science Teacher	sbarr@yale.k12.mi.us
Mr.	Brian	Bearss	Science Teacher	bbearss@yale.k12.mi.us
Mr.	Scott	Brown	Social Studies Teacher	sbrown@yale.k12.mi.us
Mrs.	Julie	Cowhy	Special Education Teacher	jcowhy@yale.k12.mi.us
Ms.	Courtney	Dazer	English Teacher	cdazer@yale.k12.mi.us
Mr.	Rod	Dewey	Art Teacher	rdewey@yale.k12.mi.us
Mr.	Brad	Dykstra	Assistant Principal	bdykstra@yale.k12.mi.us
Mr.	David	Finkbeiner	Math Teacher	dfinkbeiner@yale.k12.mi.us
Mrs.	Missy	Flynn	Science Teacher	mflynn@yale.k12.mi.us
Mr.	Brian	Fowler	Social Studies Teacher	bfowler@yale.k12.mi.us
Mr.	John	French	Special Education Teacher	jfrench@yale.k12.mi.us
Mr.	Pat	Gallemore	Social Studies Teacher	pgallemore@yale.k12.mi.us
Ms.	Maria	Gerardy	English Teacher	mgerardy@yale.k12.mi.us
Mr.	David	Glavach	Business Teacher	dglavach@yale.k12.mi.us
Ms.	Stacie	Guerbe	Band Teacher	sguerbe@yale.k12.mi.us
Ms.	Jan	Hedge	Math Teacher	jhedge@yale.k12.mi.us
Mr.	Steve	Hunt	Math Teacher/Technology D	shunt@yale.k12.mi.us
Mr.	Dan	Jackson	English Teacher	djackson@yale.k12.mi.us
Mr.	Craig	Jacobson	Social Studies	cjacobson@yale.k12.mi.us
Ms.	Diane	Kennett	Special Education Teacher	dkennett@yale.k12.mi.us
Mrs.	Sarah	Kohler	Physical Education Teacher	skohler@yale.k12.mi.us
Ms.	Kelly	Kotelman	Special Education Teacher	kkotelman@yale.k12.mi.us
Mr.	Sean	Lewis	Foreign Language Teacher	slewis@yale.k12.mi.us
Mr.	Rob	Majcher	Math Teacher	rmajcher@yale.k12.mi.us

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Mrs.	Nikki	McIntyre	English Teacher	nmcintyre@yale.k12.mi.us
Mr.	Steve	McIntyre	Social Studies Teacher	smcintyre@yale.k12.mi.us
Mrs.	Kathy	Nicholl	Foreign Language Teacher	kanicholl@yale.k12.mi.us
Ms.	Shirley	O'Neil	Choir Teacher	soneil@yale.k12.mi.us
Mrs.	Katie	Rojeski	English Teacher	krojeski@yale.k12.mi.us
Mr.	Andrew	Schrand	Math Teacher	aschrand@yale.k12.mi.us
Mrs.	Kathy	Taylor	English Teacher	ktaylor@yale.k12.mi.us
Mrs.	Mary	Schrand	Science Teacher	mschrand@yale.k12.mi.us
Mr.	Don	Smeznik	Physical Education Teache	dsmeznik@yale.k12.mi.us
Mrs.	Monica	Winchester	Business Teacher	mwinchester@yale.k12.mi.us
Mrs.	Denise	Bowman	Custodian	dbowman@yale.k12.mi.us
Ms.	Jordan	Seros	Student	jseros@yale.k12.mi.us
Mr.	Christopher	Silverthorn	Student	csilverthorn@yale.k12.mi.us
Mrs.	Helen	Fladzinski	Parent	hfladzinski@yale.k12.mi.us

# Statement of Non-Discrimination

## Federal Office for Civil Rights

The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this school that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

## Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Name/Position:	Frank Johnson, Superintendent of Yale Public Schools
Address:	198 School Drive, Yale, MI 48097
Telephone Number:	810 387-3231 X262

## References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

# Supporting Documentation

*No documentation was attached.*