



School Improvement Plan

Yale Senior High 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 High School is a building with approximately 700 students. It is located in a very rural setting, with the majority of students riding a bus each day. The community is extremely supportive of the school and has established a close working relationship for the students. Many local scholarships are given to our students every year, as well as charitable opportunities to help students and families in need. The biggest change in the past three years has been the decrease in money which has a direct connection to student services. The challenge has been to run a building or district with less money each year, but still provide high quality instruction and services to students. The reduction of support staff has been the biggest factor.

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.

The high school believes that all students have the ability and the right to learn in a safe and caring environment. The school provides a counselor, social worker, and recently a part time college advisor to assist the students. Each year the National Honor Society, Student Council, and PASS Mentor group are involved with activities to create a positive learning environment where students feel supported and safe.

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.

The school's biggest notable achievement is in the increase of ACT composite scores. We have seen continual growth. On the state achievement test (MME) we have seen a decrease in the number of students who scored a four or three. We continue to look at areas to improve for further success on these assessments. Staff focus has been more on identifying the bottom 30% of students and creating plans to assist those students.

Additional Information

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

Yale High School continues to improve in the area of student success with the continued support of the community.

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.

The process to engage a variety of stakeholders began with a parent and student survey. These surveys provided information on where the community believed we needed to improve. The information was presented to the high school staff for their feedback as well. The staff also took a survey. All of this information was considered when developing the overall goals for our improvement plan. Staff who were willing to help develop the plan were chosen on a volunteer basis. Since this was a small, representative group, meetings were scheduled around their teaching schedule. When necessary, these teachers were given time at the county RESA to develop the plan with the assistance of the RESA staff.

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

Parents and students were involved through surveys. Teachers also through surveys as well as direct input in meetings.

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

Stakeholders were kept informed during staff meetings. The final plan was emailed to all stakeholders and plan review and evaluation takes place throughout the school year.

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?

Overall, the trend in enrollment has remained steady district wide. This required no change in staff.

How do student enrollment trends affect staff recruitment?

With student enrollment remaining steady, there has been no need to recruit staff.

How do student enrollment trends affect budget?

The high school will be able to maintain its current budget for supplies and professional development opportunities. However, the increase in daily operating costs must be taken into account.

How do student enrollment trends affect resource allocations?

Resources such as our social worker will continue to be shared among buildings with our stable enrollment.

How do student enrollment trends affect facility planning and maintenance?

The present building is sufficient for the population and will continue to be if the trend remains.

How do student enrollment trends affect parent/guardian involvement?

Student enrollment does not seem to affect parent involvement.

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

Since our enrollment trend has remained steady and funding hasn't increased, professional learning and public relations have remained the same.

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

With enrollment remaining steady, there have been no challenges.

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

Not applicable.

What are the challenges you noticed based on student attendance?

Our daily attendance averages 95%, which is very good for the high school level; therefore, attendance does not seem to be an area of challenge for Yale H.S.

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

Not applicable.

Student Achievement Data for All Students

This area includes data questions.

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

Based upon Spring 2014 MME results, the highest levels of student achievement are in Reading and Writing and Social Studies.

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

Since 2010, all areas have shown a positive trend in number of students proficient on the MME, but the percentage of students may not reflect a positive trend due to the overall number of students testing.

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

According to MDE's Top to Bottom Z-scores, Yale High School ranks above the state average in Reading, Writing, Math, Science, Social Studies, and graduation rate.

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

Holding steady

What factors or causes contributed to improved student achievement?

Teachers have been trained on strategies for better student engagement, such as cooperative learning techniques and differentiated instruction. Also, closer analysis of standardized test data has been used to identify areas of need in the curriculum.

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

Yale has seen an increase in standardized test scores each year.

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

Based on 2014 MME results, Science and Math show the lowest levels of student proficiency in both number and percentage of students.

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

No content areas show a negative trend from 2013 to 2014 in number of students scoring proficient, but Math and ELA showed a decline in percentage of students.

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

Social Studies is considered to be below the state target of performance, but has shown steady increase over the past three years.

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

The bottom 30% are performing better on state assessments

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

We don't believe there has been a decline in student achievement. Rather, there has been a steady incline.

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

We are not aware of any negative impact on student achievement.

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

We are addressing challenges with various teacher workshops on data analysis, teaching strategies, incorporating technology into student assignments, and focusing assessments to better reflect state assessments.

Subgroup Student Achievement

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

Response:

- White

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

Response:

- White

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

There is insufficient data for sub groups due to the very low number of individual students representing each sub group.

How do you know the achievement gap is closing?*

Our minority sub group numbers are under 2%. We are identifying individual achievement for these students and continuing to improve instruction for these individuals.

What other data support the findings?

not applicable

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

not applicable

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

not applicable

What actions could be taken to continue this positive trend?

not applicable

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?*

not applicable

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

not applicable

What other data support the findings?*

not applicable

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

not applicable

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

not applicable

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

not applicable

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

We have no (ELLs) in our school.

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.)?

Periodic IEP reviews are done, and case load providers monitor student progress and incorporate available services when appropriate.

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

Students are identified for support services by classroom assessments, teacher feedback, and overall performance.

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

Students in the high school may take classes through Dual Enrollment or online classes.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	5.0

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

Counselors address students in the classrooms. Information is available in our daily announcements which are also emailed to parents who request it.

Label	Question	Value
	What is the total FTE count of teachers in your school?	34.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	1.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	3.0

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Label	Question	Value
	How many teachers have been teaching 9-15 years?	12.0

Label	Question	Value
	How many teachers have been teaching >15 years?	16.0

What impact might this data have on student achievement?

Since very few of our staff have three or fewer years of teaching experience, a wealth of knowledge is brought to the classroom, which is reflected in student achievement.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	42.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	247.0

What impact might this data have on student achievement?

Obviously, the number of days the regular teacher is absent from the classroom will have a direct impact on the overall achievement of the student. However, necessary professional development offerings force teachers from the classroom.

Perception Data - Students

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

Students identified curriculum, student performance, climate of the building, and a caring staff.

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

School pride is very strong in our building.

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

Students believe some rules are too strict. They would like more choices in classes they are offered.

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

Students feel they are not in charge of what they learn.

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

Mandated curriculum.

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

Engaged learning.

Perception Data – Parents/Guardians

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

Parents believe there are well-qualified teachers in our building, the school provides a safe learning environment, has high expectations for students in all classes, and the purpose statement is clearly focused on student success.

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

Parents perceived the school to be performing well academically and to be a safe learning environment. They believe teachers communicate well with parents, and express a genuine concern for their children.

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

Parents cited a lack of elective choices for students due to the requirements of the Michigan Merit Curriculum. There are many who disagree with the Algebra II and Foreign Language requirements.

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

Elective offerings due to requirements of Michigan Merit Curriculum.

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

Restrictions imposed by the state. Lack of scheduling flexibility.

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

We will continue to increase the number of offerings without increasing the number of staff (ex: A.P. English, A.P. History)

Perception Data – Teachers/Staff

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

Student success on state assessments. Safe and caring learning/teaching environment. Good communication with administration.

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

Communication with administration.

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

Having to teach requirements to students who do not want to be enrolled in the required class decreases the level of staff satisfaction. This is evident in Algebra II and Foreign Language.

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

Continuous change in expectations from the state in curriculum, teacher evaluations, and loss of seniority decrease satisfaction.

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

Changes implemented by the state with little to no training or funding.

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.

There is a collaboration with teachers, building level administration, and district administration about curriculum, instruction, and assessment. While the majority of the decisions are made at the building level, major decisions regarding curriculum must include the Director of Instruction.

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

Teacher Lesson Plans, which have been aligned with state standards.

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.	No	Not applicable to high school	

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.ypsd.us/YPS_Annual_2012.pdf	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

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		

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	Kenneth Nicholl, Superintendent 198 School Drive Yale, MI 48097 (810) 387-3231	

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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.	No		

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No		

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes		

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](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.

	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, but not 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.	Yes	N/A

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	Statement or Question	Response	Rating
Question 7	The health education curriculum used in our school is the Michigan Model for Health® Curriculum.	Yes	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, but not 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)	Other curriculum	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.	No	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.	150 minutes or more at elementary level, 225 minutes or more 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, but not 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

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	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.	No	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.	No	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.	No Written Policy	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.	No action taken	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

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	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.	No	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.	No Written Policy	N/A

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

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	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

Goals and Plans for 2014 2015 School Year

Overview

Plan Name

Goals and Plans for 2014 2015 School Year

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	Students will meet College Readiness standards in English.	Objectives: 1 Strategies: 5 Activities: 9	Academic	\$0
2	All students will meet College Readiness level in mathematics.	Objectives: 1 Strategies: 4 Activities: 8	Academic	\$0
3	All students will meet College Readiness level in science.	Objectives: 1 Strategies: 4 Activities: 8	Academic	\$0
4	All students will be proficient in Social Studies.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$0

Goal 1: Students will meet College Readiness standards in English.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency by meeting the College Readiness benchmark in English Language Arts by 06/30/2016 as measured by PLAN, EXPLORE, and ACT.

Strategy 1:

Close and Critical Reading Skills - Staff will implement close and critical reading practices to increase the comprehension and critical thinking skills of all students.

Research Cited: Robert Marzano’s Meta Analysis of Instructional Strategies 2004 to

2008 - Marzano Research Laboratory

Tier:

Activity - Professional Learning: Close & critical reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained in close and critical reading practices by St. Clair County RESA consultants.	Professional Learning			09/01/2013	06/30/2016	\$0	Title II Part A	St. Clair County RESA

Strategy 2:

Argument Writing Skills - Staff will provide modeling and reinforcement for argument writing according to standard W.1 of the common core state standards.

Research Cited: Hillocks, George, Jr. Teaching Argument: Critical Thinking

for Reading and Writing. Portsmouth: Heinemann, in

press.

———. Ways of Thinking, Ways of Teaching. New York:

Teachers College, 1999. Print.

———. “What Works in Teaching Composition: A Metaanalysis of Experimental Treatment Studies.” American Journal of Education 93.1 (1984): 133–70.

Tier:

Activity - Professional Learning: Argument Writing Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train teachers in the steps and processes of argument writing according to standard W.1 of the Common Core State Standards.	Professional Learning			09/01/2013	06/30/2016	\$0	Title II Part A	St. Clair County RESA consultants

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Strategy 3:

Reinforced Learning - Teachers will use a variety of techniques to reinforce and introduce the topics students are learning. 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.

Departments will work to scaffold subject area content and spiral common subject area themes for better reinforcement and student comprehension.

Research Cited: Tileston, Donna. What Every Teacher Should Know About Instructional Planning. London: Corwin Press, 2004. Print.

Tier:

Activity - Anticipatory Set	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have the opportunity to preview the day's topics by answering a few quick questions at the beginning of the class period.	Getting Ready			09/01/2013	06/30/2016	\$0	No Funding Required	All teaching staff.

Activity - Bell Ringer	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will answer PLAN, EXPLORE, and ACT-style questions to become familiar with the test format, style, vocabulary, and time restrictions.	Direct Instruction			09/01/2013	06/30/2016	\$0	No Funding Required	All teaching staff.

Activity - Exit Slip	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor comprehension of the day's objective by having students answer a few questions at the end of the class period.	Direct Instruction		Monitor	09/01/2014	06/30/2016	\$0	No Funding Required	All staff

Strategy 4:

Targeted Remediation - Based on assessment scores and current grades, students needing extra support will be identified and placed with a qualified teacher to work on lacking skills.

Research Cited: The Role of Educational Remediation, The Big Picture Part VI, Published on June 1, 2012 by Karen L. Schiltz, Ph.D. in Beyond the Label

Tier:

Activity - AAA Cohorts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified at-risk students will be placed in a particular AAA class for support. Students may be identified by various assessments including Explore, PLAN, classroom assessments, marking period performance, etc.	Tutoring			09/01/2013	06/30/2016	\$0	No Funding Required	Administration for placement, classroom teachers for instruction.

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Activity - Credit Recovery Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will provide an opportunity for students who fail to receive credit in a class to make up that credit in different ways. They will be able to attend credit recovery courses in the evening or during summer school.	Academic Support Program			06/19/2013	06/15/2016	\$0	Section 31a, General Fund	Counselors responsible for identifying and communicating with at risk students. Teaching staff to coordinate and to monitor the credit recovery program.

Strategy 5:

Motivation - In an effort to teach our objective, students will be offered various forms of motivation to work to increase in their sub-scores on the PLAN, EXPLORE, and ACT.

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

Tier:

Activity - Exam Opt-out	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who have increased their ELA and Reading sub-score by 2 points over the previous year's score (PLAN, EXPLORE, ACT) may choose to opt out of their ELA course's final exam.	Other			09/01/2013	06/30/2016	\$0	No Funding Required	All staff.

Activity - Student Self-Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will review their current scores for the ELA subtest. By knowing the goal score, students will be able to practice individualized, realistic test-taking strategies to achieve that goal in various classroom activities and settings.	Monitor			09/01/2013	06/30/2016	\$0	No Funding Required	All staff.

Goal 2: All students will meet College Readiness level in mathematics.

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Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency by meeting the College Readiness benchmark in Mathematics by 06/30/2016 as measured by PLAN, EXPLORE, and ACT.

Strategy 1:

Reinforced Learning - Teachers will use a variety of techniques to reinforce and introduce the topics students are learning. 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.

Departments will work to scaffold subject area content and spiral common subject area themes for better reinforcement and student comprehension.

Research Cited: Tileston, Donna. What Every Teacher Should Know About Instructional Planning. London: Corwin Press, 2004. Print.

Tier:

Activity - Anticipatory Set	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have the opportunity to preview the day's topics by answering a few quick questions at the beginning of the class period.	Getting Ready			09/01/2013	06/30/2016	\$0	No Funding Required	All teaching staff

Activity - Bell Ringer	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will answer PLAN, EXPLORE, and ACT-style questions to become familiar with the test format, style, vocabulary, and time restrictions.	Direct Instruction			09/01/2013	06/30/2016	\$0	No Funding Required	All teaching staff.

Activity - Exit Slip	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor comprehension of the day's objective by having students answer a few questions at the end of the class period.	Direct Instruction		Monitor	09/01/2014	06/30/2016	\$0	No Funding Required	All staff

Strategy 2:

Targeted Remediation - Teacher will provide extra support to students who have been targeted based on assessment scores and current grades. Teachers will address skills that students are lacking.

Research Cited: The Role of Educational Remediation, The Big Picture Part VI, Published on June 1, 2012 by Karen L. Schiltz, Ph.D. in Beyond the Label

Tier:

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Activity - AAA Cohorts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified at-risk students will be placed in a particular AAA class for support.	Tutoring			08/01/2013	06/30/2016	\$0	No Funding Required	Administration for placement, classroom teachers for instruction. Students may be identified by various assessments including Explore, PLAN, classroom assessments, marking period performance, etc.
Activity - Credit Recovery Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will provide an opportunity for students who fail to receive credit in a class to make up that credit in different ways. They will be able to attend credit recovery courses in the evening or during summer school.	Academic Support Program			06/19/2013	06/15/2016	\$0	Section 31a, General Fund	Counselors responsible for identifying and communicating with at risk students. Teaching staff to coordinate and to monitor the credit recovery program.

Strategy 3:

Motivation - In an effort to teach our objective, students will be offered various forms of motivation to work to increase in their sub-scores on the PLAN, EXPLORE, and ACT.

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

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Tier:

Activity - Exam Opt-out	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who have increased their mathematics sub-score by 2 points over the previous year's score (PLAN, EXPLORE, ACT) may choose to opt out of their mathematics course's final exam.	Other			09/01/2013	06/30/2016	\$0	No Funding Required	All staff.

Activity - Student Self-Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will review their current scores for the mathematics subtest. By knowing the goal score, students will be able to practice individualized, realistic test-taking strategies to achieve that goal.	Monitor			09/01/2013	06/30/2016	\$0	No Funding Required	All staff.

Strategy 4:

Common Core Practices - The teacher will work to regularly incorporate the new Common Core Practices in their daily lesson plans with particular attention to practices 1 and 3.

Research Cited: Implementing the Mathematical Practice Standards website. <http://mathpractices.edc.org/>

Tier:

Activity - Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide teachers with online resources and training opportunities through our county RESA to help teachers better understand and implement the new curriculum expectations.	Getting Ready			02/21/2013	06/13/2014	\$0	Title II Part A	Administration is responsible for finding relevant training opportunities for staff. RESA will continue to provide support and services to our math teachers.

Goal 3: All students will meet College Readiness level in science.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency by meeting the College Readiness benchmark in Science by 06/30/2016 as measured by PLAN, EXPLORE, and ACT.

Strategy 1:

Motivation - In an effort to teach our objective, students will be offered various forms of motivation to work to increase in their sub-scores on the PLAN, EXPLORE, and ACT.

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

Tier:

Activity - Exam Opt-out	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who have increased their science sub-score by 2 points over the previous year's score (PLAN, EXPLORE, ACT) may choose to opt out of their science course's final exam.	Other			09/01/2013	06/30/2016	\$0	No Funding Required	All staff.

Activity - Student Self-Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will review their current scores for the science subtest. By knowing the goal score, students will be able to practice individualized, realistic test-taking strategies to achieve that goal.	Other		Monitor	09/01/2013	06/30/2016	\$0	No Funding Required	All staff.

Strategy 2:

Reinforced Learning - Teachers will use a variety of techniques to reinforce and introduce the topics students are learning. 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.

Departments will work to scaffold subject area content and spiral common subject area themes for better reinforcement and student comprehension.

Research Cited: Tileston, Donna. What Every Teacher Should Know About Instructional Planning. London: Corwin Press, 2004. Print.

Tier:

Activity - Anticipatory Set	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have the opportunity to preview the day's topics by answering a few quick questions at the beginning of the class period.	Getting Ready			09/01/2013	06/30/2016	\$0	No Funding Required	All teaching staff.

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Activity - Bell Ringer	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will answer PLAN, EXPLORE, and ACT-style questions to become familiar with the test format, style, vocabulary, and time restrictions.	Direct Instruction			09/01/2013	06/30/2016	\$0	No Funding Required	All teaching staff.
Activity - Exit Slip	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor comprehension of the day's objective by having students answer a few questions at the end of the class period.	Direct Instruction		Monitor	09/01/2014	06/30/2016	\$0	No Funding Required	All staff

Strategy 3:

Targeted Remediation - Teacher will provide extra support to students who have been targeted based on assessment scores and current grades. Teachers will address skills that students are lacking.

Research Cited: The Role of Educational Remediation, The Big Picture Part VI, Published on June 1, 2012 by Karen L. Schiltz, Ph.D. in Beyond the Label

Tier:

Activity - AAA Cohorts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified at-risk students will be placed in a particular AAA class for support. Students may be identified by various assessments including Explore, PLAN, classroom assessments, marking period performance, etc.	Tutoring			09/01/2013	06/30/2016	\$0	No Funding Required	Administration for placement, classroom teachers for instruction.
Activity - Credit Recovery Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The school will provide an opportunity for students who fail to receive credit in a class to make up that credit in different ways. They will be able to attend credit recovery courses in the evening or during summer school.	Academic Support Program			06/19/2013	06/15/2016	\$0	General Fund, Section 31a	Counselors responsible for identifying and communicating with at risk students. Teaching staff to coordinate and to monitor the credit recovery program.
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Strategy 4:

Science and Engineering Practices - Current students are expected to be able to apply their knowledge of science to design and conduct experiments, build projects, and communicate their results with others. Teachers will work with students to help them practice these important skills.

Research Cited: Next Generation Science Standards (2013), Achieve, Inc. on behalf of the twenty-six states and partners that collaborated on the NGSS.

Tier:

Activity - Laboratory Experiences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will gain skills in Science and Engineering Practices through the completion of laboratory activities.	Direct Instruction			09/01/2013	06/30/2016	\$0	No Funding Required	All science teachers.

Goal 4: All students will be proficient in Social Studies.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency on the MME in Social Studies by 06/30/2016 as measured by a score of 1 or 2..

Strategy 1:

Targeted Remediation - Teacher will provide extra support to students who have been targeted based on assessment scores and current grades. Teachers will address skills that students are lacking.

Research Cited: The Role of Educational Remediation, The Big Picture Part VI, Published on June 1, 2012 by Karen L. Schiltz, Ph.D. in Beyond the Label

Tier:

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Activity - AAA Cohorts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified at-risk students will be placed in a particular AAA class for support. Students may be identified by various assessments including Explore, PLAN, classroom assessments, marking period performance, etc.	Tutoring			09/01/2013	06/30/2016	\$0	No Funding Required	Administrators for placement, classroom teachers for instruction.

Activity - Credit Recovery Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will provide an opportunity for students who fail to receive credit in a class to make up that credit in different ways. They will be able to attend credit recovery courses in the evening or during summer school.	Academic Support Program			06/19/2013	06/15/2016	\$0	General Fund, Section 31a	Counselors responsible for identifying and communicating with at risk students. Teaching staff to coordinate and to monitor the credit recovery program.

Strategy 2:

Reinforced Learning - Teachers will use a variety of techniques to reinforce and introduce the topics students are learning. 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.

Departments will work to scaffold subject area content and spiral common subject area themes for better reinforcement and student comprehension.

Research Cited: Tileston, Donna. What Every Teacher Should Know About Instructional Planning. London: Corwin Press, 2004. Print.

Tier:

Activity - Anticipatory Set	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have the opportunity to preview the day's topics by answering a few quick questions at the beginning of the class period.	Getting Ready			09/01/2013	06/30/2016	\$0	No Funding Required	All teaching staff.

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Activity - Bell Ringer	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will answer PLAN, EXPLORE, and ACT-style questions to become familiar with the test format, style, vocabulary, and time restrictions.	Direct Instruction			09/01/2013	06/30/2016	\$0	No Funding Required	All teaching staff.
Activity - Exit Slip	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor comprehension of the day's objective by having students answer a few questions at the end of the class period.	Direct Instruction		Monitor	09/01/2014	06/30/2016	\$0	No Funding Required	All staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Credit Recovery Opportunities	The school will provide an opportunity for students who fail to receive credit in a class to make up that credit in different ways. They will be able to attend credit recovery courses in the evening or during summer school.	Academic Support Program			06/19/2013	06/15/2016	\$0	Counselors responsible for identifying and communicating with at risk students. Teaching staff to coordinate and to monitor the credit recovery program.
Credit Recovery Opportunities	The school will provide an opportunity for students who fail to receive credit in a class to make up that credit in different ways. They will be able to attend credit recovery courses in the evening or during summer school.	Academic Support Program			06/19/2013	06/15/2016	\$0	Counselors responsible for identifying and communicating with at risk students. Teaching staff to coordinate and to monitor the credit recovery program.

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Credit Recovery Opportunities	The school will provide an opportunity for students who fail to receive credit in a class to make up that credit in different ways. They will be able to attend credit recovery courses in the evening or during summer school.	Academic Support Program			06/19/2013	06/15/2016	\$0	Counselors responsible for identifying and communicating with at risk students. Teaching staff to coordinate and to monitor the credit recovery program.
Credit Recovery Opportunities	The school will provide an opportunity for students who fail to receive credit in a class to make up that credit in different ways. They will be able to attend credit recovery courses in the evening or during summer school.	Academic Support Program			06/19/2013	06/15/2016	\$0	Counselors responsible for identifying and communicating with at risk students. Teaching staff to coordinate and to monitor the credit recovery program.

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Exam Opt-out	Students who have increased their ELA and Reading sub-score by 2 points over the previous year's score (PLAN, EXPLORE, ACT) may choose to opt out of their ELA course's final exam.	Other			09/01/2013	06/30/2016	\$0	All staff.
AAA Cohorts	Identified at-risk students will be placed in a particular AAA class for support. Students may be identified by various assessments including Explore, PLAN, classroom assessments, marking period performance, etc.	Tutoring			09/01/2013	06/30/2016	\$0	Administration for placement, classroom teachers for instruction.

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Anticipatory Set	Students will have the opportunity to preview the day's topics by answering a few quick questions at the beginning of the class period.	Getting Ready			09/01/2013	06/30/2016	\$0	All teaching staff.
Exit Slip	Teachers will monitor comprehension of the day's objective by having students answer a few questions at the end of the class period.	Direct Instruction		Monitor	09/01/2014	06/30/2016	\$0	All staff
Anticipatory Set	Students will have the opportunity to preview the day's topics by answering a few quick questions at the beginning of the class period.	Getting Ready			09/01/2013	06/30/2016	\$0	All teaching staff
Exit Slip	Teachers will monitor comprehension of the day's objective by having students answer a few questions at the end of the class period.	Direct Instruction		Monitor	09/01/2014	06/30/2016	\$0	All staff
Exit Slip	Teachers will monitor comprehension of the day's objective by having students answer a few questions at the end of the class period.	Direct Instruction		Monitor	09/01/2014	06/30/2016	\$0	All staff
Bell Ringer	Students will answer PLAN, EXPLORE, and ACT-style questions to become familiar with the test format, style, vocabulary, and time restrictions.	Direct Instruction			09/01/2013	06/30/2016	\$0	All teaching staff.
Student Self-Monitoring	Students will review their current scores for the mathematics subtest. By knowing the goal score, students will be able to practice individualized, realistic test-taking strategies to achieve that goal.	Monitor			09/01/2013	06/30/2016	\$0	All staff.
Exam Opt-out	Students who have increased their science sub-score by 2 points over the previous year's score (PLAN, EXPLORE, ACT) may choose to opt out of their science course's final exam.	Other			09/01/2013	06/30/2016	\$0	All staff.
Student Self-Monitoring	Students will review their current scores for the science subtest. By knowing the goal score, students will be able to practice individualized, realistic test-taking strategies to achieve that goal.	Other		Monitor	09/01/2013	06/30/2016	\$0	All staff.
Bell Ringer	Students will answer PLAN, EXPLORE, and ACT-style questions to become familiar with the test format, style, vocabulary, and time restrictions.	Direct Instruction			09/01/2013	06/30/2016	\$0	All teaching staff.
Exit Slip	Teachers will monitor comprehension of the day's objective by having students answer a few questions at the end of the class period.	Direct Instruction		Monitor	09/01/2014	06/30/2016	\$0	All staff

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AAA Cohorts	Identified at-risk students will be placed in a particular AAA class for support.	Tutoring			08/01/2013	06/30/2016	\$0	Administration for placement, classroom teachers for instruction. Students may be identified by various assessments including Explore, PLAN, classroom assessments, marking period performance, etc.
Bell Ringer	Students will answer PLAN, EXPLORE, and ACT-style questions to become familiar with the test format, style, vocabulary, and time restrictions.	Direct Instruction			09/01/2013	06/30/2016	\$0	All teaching staff.
AAA Cohorts	Identified at-risk students will be placed in a particular AAA class for support. Students may be identified by various assessments including Explore, PLAN, classroom assessments, marking period performance, etc.	Tutoring			09/01/2013	06/30/2016	\$0	Administration for placement, classroom teachers for instruction.
Anticipatory Set	Students will have the opportunity to preview the day's topics by answering a few quick questions at the beginning of the class period.	Getting Ready			09/01/2013	06/30/2016	\$0	All teaching staff.
Student Self-Monitoring	Students will review their current scores for the ELA subtest. By knowing the goal score, students will be able to practice individualized, realistic test-taking strategies to achieve that goal in various classroom activities and settings.	Monitor			09/01/2013	06/30/2016	\$0	All staff.
Bell Ringer	Students will answer PLAN, EXPLORE, and ACT-style questions to become familiar with the test format, style, vocabulary, and time restrictions.	Direct Instruction			09/01/2013	06/30/2016	\$0	All teaching staff.
AAA Cohorts	Identified at-risk students will be placed in a particular AAA class for support. Students may be identified by various assessments including Explore, PLAN, classroom assessments, marking period performance, etc.	Tutoring			09/01/2013	06/30/2016	\$0	Administration for placement, classroom teachers for instruction.
Exam Opt-out	Students who have increased their mathematics sub-score by 2 points over the previous year's score (PLAN, EXPLORE, ACT) may choose to opt out of their mathematics course's final exam.	Other			09/01/2013	06/30/2016	\$0	All staff.

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Laboratory Experiences	Students will gain skills in Science and Engineering Practices through the completion of laboratory activities.	Direct Instruction			09/01/2013	06/30/2016	\$0	All science teachers.
Anticipatory Set	Students will have the opportunity to preview the day's topics by answering a few quick questions at the beginning of the class period.	Getting Ready			09/01/2013	06/30/2016	\$0	All teaching staff.

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Credit Recovery Opportunities	The school will provide an opportunity for students who fail to receive credit in a class to make up that credit in different ways. They will be able to attend credit recovery courses in the evening or during summer school.	Academic Support Program			06/19/2013	06/15/2016	\$0	Counselors responsible for identifying and communicating with at risk students. Teaching staff to coordinate and to monitor the credit recovery program.
Credit Recovery Opportunities	The school will provide an opportunity for students who fail to receive credit in a class to make up that credit in different ways. They will be able to attend credit recovery courses in the evening or during summer school.	Academic Support Program			06/19/2013	06/15/2016	\$0	Counselors responsible for identifying and communicating with at risk students. Teaching staff to coordinate and to monitor the credit recovery program.

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Credit Recovery Opportunities	The school will provide an opportunity for students who fail to receive credit in a class to make up that credit in different ways. They will be able to attend credit recovery courses in the evening or during summer school.	Academic Support Program			06/19/2013	06/15/2016	\$0	Counselors responsible for identifying and communicating with at risk students. Teaching staff to coordinate and to monitor the credit recovery program.
Credit Recovery Opportunities	The school will provide an opportunity for students who fail to receive credit in a class to make up that credit in different ways. They will be able to attend credit recovery courses in the evening or during summer school.	Academic Support Program			06/19/2013	06/15/2016	\$0	Counselors responsible for identifying and communicating with at risk students. Teaching staff to coordinate and to monitor the credit recovery program.

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Teacher Training	Provide teachers with online resources and training opportunities through our county RESA to help teachers better understand and implement the new curriculum expectations.	Getting Ready			02/21/2013	06/13/2014	\$0	Administration is responsible for finding relevant training opportunities for staff. RESA will continue to provide support and services to our math teachers.
Professional Learning: Close & critical reading	Staff will be trained in close and critical reading practices by St. Clair County RESA consultants.	Professional Learning			09/01/2013	06/30/2016	\$0	St. Clair County RESA
Professional Learning: Argument Writing Skills	Train teachers in the steps and processes of argument writing according to standard W.1 of the Common Core State Standards.	Professional Learning			09/01/2013	06/30/2016	\$0	St. Clair County RESA consultants