



Yale Public Schools

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Kurt Sutton, Superintendent of Schools



YALE JUNIOR HIGH SCHOOL 2025-2026 ANNUAL REPORT

February 2, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2025-26 educational progress for Yale Junior High School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Principal Adam Nelson for assistance.

The AER is available for you to review electronically by visiting the following website: <https://bit.ly/3NT4XMP>, or you may review a copy in the main office at your child's school.

For the 2024-25 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2024-25. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2024-25. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2024-25. Some schools are not identified with any of these labels. In these cases, no label is given...

Our school has not been assigned one of these labels.

We scored strongly in state testing, particularly ELA and Mathematics. We believe that the instructional practices and programming that we have in place can help to minimize learning gaps. Engaging lessons, social interactions that focus on academics, building appropriate peer relationships, the use of technological programs and a student-centered approach to learning is commonplace at Yale Junior High School. Socio-emotional learning has been an identified area of need in the district, as these needs can impact learning. Several intervention strategies such as peer mentoring based on areas of need, additional academic support and added academic programming have demonstrated student growth. SEL instruction, increased counselor and social worker programming, and similar strategies will continue. Through the comprehensive needs assessment process, an additional identified need was to create more opportunities for

authentic, real-world learning. In response, the district created a Portrait of a Learner and has implemented the ALT learning model in order to build real world skills, connections and learning opportunities for all students. The primary target of this work is to use backwards planning to foster college and/or career readiness.

In addition to the facts and figures you will find in the Annual Report, we want to share the following information with you:

Pupil assignment process — 2025-26

Students are located as follows: Kindergarten through Grade 5 is located at Yale, Avoca or Farrell-Emmett elementary schools. A preschool for 4-year-olds is also located at each elementary school. The District operates one junior high school building and one high school building with an alternative education program housed in a wing of the high school building.

The Yale Public School District and the St. Clair County Regional Educational Service Agency (RESA) have a policy and process in place for non-district residents' school of choice requests. Copies of this policy and procedures are available at the principal's office or through the central office.

School Continuous Improvement Plan status — 2025-26

Yale Junior High School continues to use two overarching goals as part of our State of Michigan school improvement plan, with the primary target of fostering college and/or career readiness.

The first school improvement goal addresses best instructional practices to provide a rigorous, well-rounded curriculum that develops all students' abilities to utilize Portrait of a Learner skills. This includes using multi-tiered systems of support to meet diverse student needs. The second school improvement goal involves providing authentic learning opportunities to students to deepen their engagement. This includes real world connections and applications, along with further Portrait of a Learner skill development. Within each goal are several specific objectives and related action steps. These school improvement goals were established to better meet the needs of our students to foster college and/or career readiness, while at the same time, seamlessly meeting the requirements of the school improvement process.

Our academic success continues due to the efforts of the staff and students of our school. Teachers in all academic areas are intentionally implementing instructional strategies that make progress toward our school improvement goals, and this work occurs across content areas. Students are exposed to a structured approach to content that is introduced in 6th grade and developed through 8th grade. Our staff is focusing our efforts on assisting our students with reading comprehension, analyzing data, citing evidence, collaboratively processing learning, making meaning of content, transferring learning to new situations, and discipline-specific ways of thinking. In addition, students are expected to think critically and write relevant pieces in all of their core academic classes. These curricular programs and strategies have been both selected and designed to build the skills associated with our school improvement goals. Yale Junior High School has seen consistent success over the last several years on the M-STEP and PSAT assessments.

Parents, students and staff are proud of our performance on both standardized testing and local assessments. Our focus is to maintain the quality of learning as it pertains to basic mathematical skills, but at the same time, increase the exposure to advanced higher order problem solving strategies, such as those required for algebra, geometry and the real world. Students will be exposed to more difficult mathematical concepts and given the tools to successfully find solutions to those problems.

Social studies and science goals are also considered in our school improvement plan. Both core areas went through a statewide curriculum review process and now utilize more engaging and current curriculum by grade level. The Social Studies department will assist students with using graphs, charts and data to analyze and evaluate changes brought about by human influence on the environment, population and climate. Students will also be able to analyze the impact historical events have on current events and policies at a higher level than in previous years. They are also incorporating reading and writing instruction within their subject area. At the same time, our Science classes will increase strategies and activities in the classroom to better prepare students with topics in life, physical, chemical, earth and space sciences. The Science Department is focusing on both STEM (Science, Technology, Engineering and Mathematics) concepts and interdisciplinary connections within the curriculum. Both Science and Social Studies will also utilize hands-on, project based assignments as well as writing components in the curriculum to promote discipline-specific habits of thinking.

In addition to the aforementioned goals, Yale Junior High School staff is focusing their professional development on researched based instructional strategies. The staff is refining Kagan Cooperative Learning and the 5D+ framework in all content areas. The Science department is also working with the Mi-STAR Science curriculum. It is the staff's belief that improving instruction through research based practices will increase student comprehension and performance on the M-STEP and PSAT tests, as well as increase student growth on a variety of measures. The staff will continue with our plan to implement Kagan Cooperative Learning, Talk Moves, SEL programming, the Mi-STAR and MAISA curriculums and the 5D+ framework. The staff is implementing methods of adding relevant, authentic, novel and student-driven learning experiences within curricular units (the ALT learning model).

Areas of Focus 2025 - 2026 School Year	
Provide a rigorous, well-rounded education where all students are prepared to utilize our Portrait of a Learner traits to develop college and career readiness skills	Review data, provide professional development and adjust practices accordingly in the following areas: • Safe and positive learning environment • Consistent, viable curriculum that includes instructional practices and expectations • Multi-tiered systems of supports
Provide authentic learning experiences to engage all students to develop college and career readiness skills	Create and provide engaging opportunities for all students to explore college and career readiness, which includes professional development for staff: • Increase meaning making and transfer activities following the ALT learning model • Strengthen student engagement through lesson design • Increase opportunities to grow and develop Portrait of a Learner skills

Specialized schools and alternative education:

Yale Public Schools offers several programs designed to meet a variety of student needs and interests, opening the educational process to all students. Through these programs, each student can learn and experience success.

- St. Clair TEC offers countywide career and technical training to high school students, as well as an enrichment program for 7th grade students
- Woodland Developmental Center and the Next Step Program serve students with severe and moderate learning disabilities to age 26.
- The Phoenix Alternative Yale School is an option for students grades 8–12 who are at risk of not succeeding in the traditional school setting.

Core curriculum — 2025-26:

Core Curriculum may be accessed at each of our school buildings. Additionally, all K-12 information may be found in the office of the Assistant Superintendent housed at Central Office. This year all of our curriculum K-12 will be aligned to the National Core State Standards.

The Yale Public Schools' core curriculum is developed and monitored by the District's Curriculum Committee. A process that is multistep and ongoing guides curriculum development. Each content curriculum is reviewed regularly. The District carries out this process in a planned and systematic manner that includes the following components:

Writing a curriculum, aligned to state standards, for all classes. Developing assessment strategies for each curricular objective. Aligning each objective to Michigan's college and career readiness practices. Providing staff with professional development on best practices in all curricular areas. The end product of this curriculum review process is a working document that will assist teachers in lesson planning and provide assurances that the District has a curriculum that is aligned, taught and tested. Questions about the Yale curriculum may be addressed to Principal Adam Nelson or to Bill Kryscynski, Assistant Superintendent, at (810) 387-3231.

Parent-teacher conference rate:

2025-26	-	72%
2024-25	-	80%
2023-24	-	67%

We look forward to continued student success and growth, both academically and socio-emotionally, at Yale Junior High School. Our talented and dedicated staff will continue to work hard to deliver their best each day.

Sincerely,

Adam Nelson



Principal, Yale Jr. High School