



Yale Public Schools



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Kurt Sutton, Superintendent of Schools

John F. Farrell-Emmett Elementary School 2025-26 Annual Report

February 6, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for John F. Farrell-Emmett Elementary 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 Jessica Harris for assistance.

The AER is available for you to review electronically by visiting the following website, <https://bit.ly/4tbqWyu> or you may review a copy in the main office at your child's school.

For the 2025-26 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 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

Farrell-Emmett Elementary has not been given one of these labels.

John F. Farrell Emmett Plan for School Improvement:

According to the School Index School Overview, John F. Farrell-Emmett Elementary is proud to have a School Index Value of 98.74. Further broken down, Farrell-Emmett has scores of 100.00 in Proficiency, 100.00 in Growth, and 92.87 in School Quality and Student Success Index. Although our attendance shows On Track at 88.05% according to MI School Data School Grades, student attendance will continue to be an area of focus. Additionally, we will continue an emphasis on meeting proficiency targets for students who have an academic performance in the "Bottom 30%" of our school population.

Areas of Focus 2025 - 2026 School Year

Goal 1: Provide a rigorous, well rounded education where all students are prepared to utilize our Portrait of a Learner (P.o.L) traits to develop college and career readiness.

Consistent, viable curriculum, including instructional practices and expectations

Positive, safe and caring learning environment for all: TRAILS (District) Be Pawsitive (School)

Multi-Tiered Systems of Support (MTSS) to meet students' diverse needs (District)

Student Engagement / Cooperative Learning (District): Kagan, Talk Moves, and Question Formulation Technique (QFT)

1. Ongoing curriculum reviews and planning by grade or department.
2. Data driven decision making based on formal and informal assessment and classroom observation.
3. Ongoing professional development to support best practices in supporting instruction, technology, and student social-emotional needs.
4. Implement systems to identify, develop, expand, and sustain positive character traits in all students.
5. Family engagement - continue to find ways to ensure family partnerships in all steps of the education process.
6. Implement a tiered system of supports that provide targeted interventions for students at different levels of needs, both academic and social.
7. Improvement of MTSS systems and processes district-wide.

Goal 2: Provide authentic learning experiences to engage all students to develop college and career readiness.

Increase the number of opportunities students have for meaning making and real world transfer in lessons following the Authentic Learning with Technology (ALT) Model.

Strengthen student engagement through lesson design, active classroom participation and building design.

Create purposeful opportunities for students to develop and grow Portrait of a Learner traits.

1. Create a lesson/unit plan bank of leveled-up lessons that include meaning-making and transfer.
2. Create competency lists around Portrait of a Learner (P.o.L.) for each grade level.
3. Provide more opportunities for students to explore and experience college and career opportunities at all levels.
4. Professional Development around P.o.L. and Learning Model.
5. Create ways to communicate student success around P.o.L. with families
6. Create ways for students to demonstrate their learning and P.o.L traits
7. Ensure student engagement in daily lessons through Kagan Structures and the use of talk moves.

State law requires that we also report the following information:

1. Pupil assignment process:

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.

- 2. School Improvement Plan status:** We have completed the 2024 School Improvement/MICIP Plan. The plan is a working document that the staff updates as needed. The goal for our staff is to aim for an increase in all subject areas of the state assessment and various district assessments. Our goals include increasing student proficiency as well as increasing teacher capacity to instruct and assess student achievement in the areas of ELA, Math, Science, and Social Studies. Additionally, our district MICIP broad goal is to Provide a rigorous, well rounded education where all students are prepared to utilize our Portrait of a Learner (P.o.L) traits to develop college and career readiness.

Vision Statement: John F. Farrell-Emmett Elementary is committed to preparing all students for continued educational and lifelong success.

Mission Statement: John F. Farrell-Emmett Elementary staff will provide a positive school atmosphere, quality education, and equal opportunity to learn. All students will be encouraged to meet their maximum level of intellectual, physical, and social growth. We recognize the importance of school, family, and community working together to create a safe, supportive, and innovative learning environment

3. Brief description of each specialized school:

Kindergarten through Grade 5 is located at Yale, Avoca, or Farrell-Emmett Elementary Schools. A three and four-year-old preschool is located at Farrell-Emmett and Yale Elementary Schools. Farrell-Emmett and Yale Elementary have Developmental Kindergarten Programs, while all three YPSD Elementary schools have GSRP programs. Avoca Elementary houses Yale Public School's Early Childhood Special Education and Cognitively Impaired programs. The District operates one junior high school building and one high school building with an alternative education program available on the district's main campus.

- 4. Core curriculum:** Core Curricula and Curriculum Maps, as well as Pacing Guides, may be accessed at each of our school buildings. Additionally, all K-12 information may be found in the office of the Yale Assistant Superintendent. Our curricula is aligned to the Michigan State Standards.
- ELA curriculum aligned to state standards for all grade levels
 - Math curriculum aligned to state standards for all grade levels
 - Developing assessment strategies for each curricular objective

- d. Providing staff with professional development on best practices in all academic 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 curricula that are aligned, taught, and regularly assessed. Questions about the Yale curricula may be addressed to Principal Jessica Harris or Assistant Superintendent Bill Kryscynski at (810) 387-3231.

5. The most recent Farrell Emmett Elementary Student Achievement Results can be found here: <https://www.mischooldata.org/>

6. **Parent-teacher fall conference attendance rate:**

- 2024: 100%
- 2025: 100%

The staff and students work diligently every day, in partnership with our parents, to prepare for student success. We will continue to use state and district assessment results, as well as other data, to monitor learning and adjust instruction in order to continuously improve student achievement. We are proud to have been named a State of Michigan Reward School and a National Blue Ribbon School.

Farrell-Emmett Elementary has a positive learning environment and is staffed with dedicated, caring people who make every effort to attain academic and social success for all students.

Sincerely,

Jessica Harris

Jessica Harris, Principal
John F. Farrell-Emmett Elementary School