



Accreditation Report

York Elementary

Fentress County School System

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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?

York Elementary School is named in honor of Sgt. Alvin C. York, native of Fentress County, who is a renowned hero of World War I. Sgt. York had a vision of founding a school so that all children in Fentress County would have the opportunity to receive a high school diploma. He was the founder of York Institute, our local high school. The original York Elementary was founded in 1928 on the present site.

York Elementary School is located in the city limits of Jamestown, Tennessee on the Cumberland Plateau in rural Fentress County. It is situated approximately 95 miles northwest of Knoxville, 100 miles north of Chattanooga and 120 miles northeast of Nashville. Fentress County is located in the northeast corner of Middle Tennessee. Jamestown is approximately 20 miles south of the Kentucky border. York Elementary campus is located on State Hwy. 127N just 2 blocks south of the center of Jamestown.

Jamestown is located in a beautiful region of Fentress County which encompasses about 499 square miles with many farms, recreation, parks and agricultural areas. Tourism is a growing area of industry in Fentress County. We are about 30 miles from Dale Hollow Lake, 10 miles from Pickett State Park and 15 miles from Big South Fork National River and Recreation Area, all of which provide a benefit to our community and school system.

The city of Jamestown has a population of about 2000 (2010 Census). It has a racial makeup of 98% white with 25 being Hispanic or bi-racial. Jamestown is the county seat of rural Fentress County. The per capita income of Jamestown is about \$11,135, which is much lower than the state average. In 2010, Jamestown had the 6th lowest median household income (\$12,136) of all places in the U.S. with a population over 1000. Educational statistics show the percentage of persons aged 25+ who are high school graduates as 57.3%; Bachelor degree or higher as 8.3%. Most of York Elementary School's students come from lower income families.

Occupational opportunities in the community are limited. Opportunities for employment include store clerks, waitresses, clerical workers, health related jobs, construction, maintenance, cashiers and other unskilled or semi-skilled work with local businesses and industries. There is little opportunity for employment of persons with advanced skills and education. Due to this, many of those with advanced education and skills travel out of town to work every day. The health care system, the school system, and Wal-Mart are the largest employers in Fentress County. The unemployment rate in Fentress County is 8.0%.

At York Elementary we make every effort to meet the varied and numerous needs of each child. We look at the characteristics of our student body to determine the needs of the school. We also conduct surveys of the students, parents, faculty/staff and community to help us determine the direction our school programs should take.

York Elementary has a total enrollment of 490 students, including all Pre-K classes. We offer the core curriculum of Reading and Language Arts, Math, Science, social Studies, P.E., music and library with additional instruction in Math and Language Arts in a computer lab and in tier groupings. We follow the Common Core Curriculum as well as the mandated state standards. Honors classes are offered by way of the gifted-enrichment program. Our school has a counselor who does weekly lessons on such topics as: Character development, alcohol and drug prevention and abuse, and violence and bullying prevention, and career awareness. Our school hosts special education Comprehensive Development classrooms for most of Fentress County. Students are bused to our school if their needs cannot be served effectively at their home school.

We have several unique programs at York Elementary. Some of these are: Beta Club, Student Council, Culture Club, and 4-H Clubs for grades 4-8 through the University of Tennessee extension service. We use the Journey's workshop program, STAR 360, Literacy Tests, MAP testing, Dibels, and Children's Progress for our Formative Assessments. We offer extra Math practice every morning beginning at 7:30 in a Math lab using Compass Learning. We use the Accelerated Reading program to supplement our basic reading program. Having three computer labs is another unique feature of our school. Scheduled class times for K-8 help to reinforce learning and allow us to remediate

gaps in learning on an individual basis.

We try very hard to involve parents in their children's education. Families are encouraged to participate in several different events throughout the year. We have an Open House and dinner for our families after the first few weeks of school. We have grade level meetings, Parent-teacher Conferences, fundraising events, music events, athletic events, Halloween costume parades, honors and awards ceremonies, and classroom parties. Parents are informed of student progress via weekly homework folders, email, mid-term progress reports and grade cards each nine weeks grading period. York elementary has an advisory board that meets about 4 times per year. This board consists of parents, students, and community leaders. Parents are contacted through announcements in the newspaper, radio, letters sent home, telephone calls, school website, marquee, home visits if needed, parent-teacher conferences and school functions. Our goal is to increase parent participation each year.

York Elementary School has three administrators, forty-two faculty members, and thirty-five staff members including cooks, assistants and janitors. The faculty and staff is predominately Caucasian female with only twelve Caucasian male faculty and staff members. Fifty-six percent of the faculty has at least 8 years of experience, with 29% of faculty having taught 20 years or more, 46% of the faculty has a B.S. degree, 39% have a Master's degree, and 15% have other advanced degrees. Our entire faculty is highly qualified and none teach outside their area in endorsement.

Many changes have taken place at York Elementary over the past few years. We have much tighter security with many levels of strategies to assure this. The state mandated teacher evaluation program, Common Core Standards, SPI's, RTI2 Program, Plant the Seed program and many other programs influence our instruction at York Elementary. We have implemented protected instruction times and extended times for Math and Reading/Language Arts classes.

We face several challenges at York Elementary. Many arise because we are in a very rural, impoverished area where many families live in subsidized housing, receive public assistance, struggle with meeting the basic needs of their families, and therefore have very little cultural experiences outside the county.

Other challenges we deal with include a very high mobility rate, affecting a student's chance to perform at their highest level, and a high number of foster children. Our free and reduced rate hovers around 85%, but this year we are fortunate to have implemented a program that provides free breakfast and lunch for every child in our school.

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.

YORK = Youth Obtaining Riches of Knowledge

Vision: York Elementary School will provide an exceptional learning environment for all students to be successful in obtaining a high quality education.

Mission: The mission of York Elementary School is to establish a strong foundation for lifelong learning, promote academic excellence and productive citizenship.

Beliefs:

- ~ all children can learn.
- ~ all children can succeed.
- ~ all children can be challenged.
- ~ all children can learn to be socially responsible.
- ~ all people have worth and value.
- ~ all learning is natural, life-long, and should be enjoyable.
- ~ high expectations encourage high achievement.
- ~ the school environment must be nurturing, challenging, and safe.
- ~ all individuals learn best when self-esteem is high.
- ~ all children learn best when parents and teachers work together for the mutual benefit of the child.
- ~ schools must have adequate resources to educate students in our changing world.
- ~ education is the combined responsibility of schools, families, and the community.

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.

Notable achievements at York Elementary include the implementation and improvement of a positive behavior support (PBS) program. It is now in its fifth year and we are seeing outstanding differences in student behavior as compared to five years ago. A reading initiative was also introduced targeting kindergarten, first and second grade and we are celebrating awesome gains in student test scores in both grades K and 2! We are looking forward to an upturn of first grade scores as well as we implement additional helpful services strive to improve in this area. Because we have a high percent of SWD and ED students, it is also a notable achievement for us to have made great progress in closing the gaps between subgroups.

Curriculum improvements include tier classes tailored to individual student needs, common pacing guides, a protected and extended instructional time for math and RLA classes, three computer labs with 30 computers each for whole class instruction, new innovative instructional software for the labs, and a restructuring of faculty assignments. Building improvements that help our students and faculty feel safe and secure during the school day include a state of the art security system and photo identification of all staff and visitors.

We have made great strides with implementing new initiatives due to the many changes in education today. Over the next few years, we look forward to witnessing greater student learning and therefore higher test scores. We will continue to focus on areas for improvement that include: writing scores, additional time to disseminate / implement new strategies, and a higher number of students scoring proficiently in math and RLA.

Additional Information

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

York Elementary is proud of its hard working and innovative administrators, faculty and staff members who are not only focused on what is best for students but who also show their support and care for them daily. These same caring people are striving daily to improve our school curriculum and programs with the best interest of the students at heart.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Minutes from meetings related to development of the school's purpose 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> •Survey results •The school's statement of purpose 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.	<ul style="list-style-type: none"> •Survey results •The school data profile •Agenda, minutes from continuous improvement planning meetings •Communication plan and artifacts that show two-way communication to staff and stakeholders •The school continuous improvement plan 	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Indicator 1.1: Areas of strength include an annual meeting/open house held within the first 5 weeks of each school year to review, revise, and to communicate the schools purpose for student success. Information is shared with stakeholders about progress and possible new implementations. Stakeholders are asked for input at this time. Other areas of strength that reinforce the schools purpose and direction include our school website, regular newsletters, student handbook folder, mass mailings to parents at year start, and conspicuous displays throughout the school building.

Areas to improve: Our vision, mission, and parent/student/teacher compact are not included in the student handbook folder and a small number of classrooms within the building.

Plan to improve: These will be added to Student Handbook Folder beginning with school year 2015-16 and copies will be made and distributed to classrooms by October 1, 2014.

Indicator 1.2: Strengths of proof of commitment of shared values and beliefs include: PLC meetings, implementation of a school wide positive behavior program, data team (reflecting all test data) and faculty meetings, and school wide use of essential questions and I can statements.

Area to improve: Teacher support

Plan to improve: Implement a teacher support program with emphasis on grade level mentors

Indicator 1.3: Strengths of a continuous improvement process that supports student learning include: use of student data journals, midterm and final averages, parent teacher conferences, goal setting within MAP test, measurable goals, and the annually updated school wide plan

Area to improve: Varied ways to communicate with parents, especially those that work nights or out of town and are unable to visit the school

Plan to improve: Create an email list serve of parents for classrooms and grade levels

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Student handbooks •Governing body policies, procedures, and practices •Communications to stakeholder about policy revisions 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations.	<ul style="list-style-type: none"> •Assurances, certifications •Governing body training plan 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •School improvement plan developed by the school •Maintenance of consistent academic oversight, planning, and resource allocation •Agendas and minutes of meetings 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> •Examples of collaboration and shared leadership •Survey results •Examples of decisions in support of the school's continuous improvement plan 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	<ul style="list-style-type: none"> •Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Involvement of stakeholders in a school improvement plan 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none"> •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Representative supervision and evaluation reports 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

The evaluation process of leadership and staff has gone through many changes over the past few years and we consider our improvement in this area a definite strength. Professional practices have strengthened and student success is evident in those grade levels that are the primary focus. The principal, vice principal, and instructional coach visit K-2 classrooms each day to monitor and assess teacher instruction and student participation in a newly implemented K-2 Reading Initiative.

Another strength is that our policies and practices promote effective instruction and assessment that produces equitable and challenging experiences for all students. Policies are shared in student handbooks, at parent teacher conferences, open house, and via the school website. To sustain strength, our policies and practices concerning students are enforced and reevaluated year before handbook publication. Staff is required to sustain professional growth by attending numerous training sessions and by self reflecting on their practices yearly. Another way to sustain areas of strength is to include math, along with reading, in the RTI² program with progress monitoring to be completed every two weeks.

Although our leadership team does engages stakeholders in support of the school's purpose and direction, this is an area in need for improvement. A greater effort is needed in providing leadership roles for all stakeholder groups. This can be done by including the student council and advisory board in called planning meetings at the beginning and end of each school year.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.83

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Survey results •Lesson plans •Posted learning objectives •Course schedules 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •Common assessments •Standards-based report cards •Surveys results •Lesson plans aligned to the curriculum 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Professional development focused on these strategies •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Findings from supervisor walk-thrus and observations •Surveys results 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none">•Curriculum maps•Documentation of collection of lesson plans and grade books•Supervision and evaluation procedures•Peer or mentoring opportunities and interactions•Surveys results•Administrative classroom observation protocols and logs	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	<ul style="list-style-type: none">•Agendas and minutes of collaborative learning committees•Calendar/schedule of learning community meetings•Survey results	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none">•Examples of learning expectations and standards of performance•Examples of assessments that prompted modification in instruction	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	<ul style="list-style-type: none">•Records of meetings and walk thrus/feedback sessions•Survey results	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none">•Survey results•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days•Calendar outlining when and how families are provided information on child's progress	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none">•List of students matched to adult advocate•Survey results•Master schedule with time for formal adult advocate structure	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none">•Survey results•Sample report cards for each grade level and for all courses	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	<ul style="list-style-type: none">•Survey results	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none">•Survey results•Training and professional learning related to research on unique characteristics of learning•Data used to identify unique learning needs of students	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

An area of strength for our school includes the recent implementation of individualized targeted instruction for both math and reading during Tier and/or workshop groupings with RTI². Our Tier time is structured to place students into smaller groups so that they can be challenged with lessons and activities tailored to our students' individual needs. Levels include Tiers II-IV in reading and math. There are three categories of reading and math for students who were not placed in Tiers II-IV. There are Standards Reteaching, Standard Reinforcement and Extension, and Standards Enrichment. These programs are based on the MAP scores, of which the students are tested three times a year. Therefore, these groups are fluid and evaluated each time the MAP is taken.

In grades K-2, students participate in Tier II as well. The students are placed in the same type of classes that have already been described. However, during the first two hours of the school day, students are involved in whole group instruction and workshop instruction. With whole group, classes are conducted with an emphasis on reading, phonics, spelling, writing, and vocabulary. During their workshop class, students are placed in small groups (1-22 students). Here the students are engaged in activities to reinforce phonics, phonemic awareness, word recognition, high frequency words, etc. Teachers are continuously monitoring and adjusting instruction or groupings based on summative data.

Another strength is the process of teachers engaging students to create ownership of learning through the use of data binders, data journals, and data walls as well as giving them the opportunity to move between tier groupings depending on strength of progress. The use of Compass Learning and Accelerated Math (in the beginning stages of use at this time) allows students to work on individually identified instructional level skills. An intervention/instructional coach is available daily and numerous consultants visit regularly for continuous training and advice of implementation of many programs in use.

Other strengths include the variety of ways parents are kept informed of school happenings, the fact that grading criteria is clearly defined, that most teachers are attending much more than required training, and that pacing guides have been developed for all core subjects. These guides include unit tests, common core resources, lessons, and benchmark assessments.

The fidelity to all of the programs have several steps. First, the principal, assistant principal, and instructional coach provide daily feedback to teachers in grades K-2. The Fentress County central office developed an online walk-through evaluation form. The central office also provided iPads to the principal, assistant principal, and instructional coaches. This allows for the walk-through forms to be uploaded quickly and immediate feedback given to the teachers. Specific indicators are on the form to be checked if they are present in the lesson. Also, comments and feedback sections must be filled in before the form can be completed.

The teachers review MAP data to determine the students' placement in the workshop and tier groups. When data presents eligibility of changing workshop and/or tier groups, a list is submitted to the school RTI² team. This team meets to use the data to determine the placement of the students (whether they move or not). Finally, all recommendations are submitted to the district RTI² chair for final approval. After that, groups are rearranged to accommodate the new ranges of students.

One immediate disadvantage to this process is the fact that it is new. Tennessee's RTI² plan took effect on July 1, 2014. Our school had to plan a new master schedule to place the students. Our team used the data to determine how the students should be placed and in which

groups they belong. Next, using data, students were placed in math or reading tiers. The whole process is new. Using MAP data to review student placement and make recommendations to changes placement is also new and even the procedures to change students in the tier/workshop groups is new to most teachers. Becoming familiar with this ongoing process is a challenge to our teachers.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •School budgets for the last three years •Survey results •Documentation of highly qualified staff 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Survey results •School schedule •School calendar 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> •Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •Maintenance schedules 	Level 3

Accreditation Report

York Elementary

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none">•Survey results•Data on media and information resources available to students and staff•Schedule of staff availability to assist students and school personnel related to finding and retrieving information	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure is modern, fully functional, and meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services and infrastructure.	<ul style="list-style-type: none">•Technology plan and budget to improve technology services and infrastructure•Survey results•Policies relative to technology use	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none">•Student assessment system for identifying student needs•Survey results•Social classes and services, e.g., bullying, character education•List of support services available to students	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none">•Survey results•Description of referral process	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Indicator 4.1: 100% of our teachers are highly qualified in the subject area in which they teach and we are fortunate to have a large number of support staff to effectively assist in fulfilling the many responsibilities assigned. Areas of strength include teaching assistants who have been trained to support instruction and an instructional coach who sometimes acts as a liaison between teachers and school leaders.

Indicator 4.2: Because we are in a transition period between SPIs and CCSS, teachers lack adequate textbooks to assist with math instruction. Even so, teachers have worked together to gather sufficient material resources from teacher web sites, computer software, and have received some by visiting consultants such as ENI. Our school's strength in this area comes from a highly structured daily class schedule and three computer labs. Leaders sustain the schedule daily by being visible in the hallways and visits to classrooms and computer labs are updated regularly.

Indicator 4.3: Improvements have been made each year for the last few years concerning school safety. Strengths include locked doors throughout the building, safety plans with clearly defined steps, emergency backpacks stocked with supplies in each classroom, video security cameras, school resource officer and 'drug dog' visits, photo id badges, and visitor screenings. A challenge that we face is the fact that York Elementary is an old building and therefore can be more difficult to keep as clean as some of us would like. Even so, the school nurse, leadership, and teachers work well to keep our school as healthy as possible with plans in place should a need arise.

Indicator 4.4: Our students and teachers are fortunate to have access to a wide variety of media and information resources to support the educational program whether in print or otherwise. The school librarian houses many educational journals and informational texts, the computer labs house many instructional and informational software and access to the internet, and the many support personnel house information and access to specialized programs.

Indicator 4.5: The technology infrastructure is a definite strength at our school. We have wireless routers in every hallway, three computer labs with 30 computers each, overhead projectors in every classroom, high speed internet access with safety controls for student use, and a school based technology coordinator. Many teachers utilize interactive whiteboards, classroom clickers, document cameras, and web based instructional programs with the use of overhead projectors for daily instruction. To sustain this strength, our school is given a technology budget each year and a plan for expenditures is determined by a study of current needs.

Indicator 4.6: General health, eyes, and hearing screenings are held each year to help evaluate students overall health. Students showing signs of needing social and/or emotional screenings are noted by teachers (A referral form is distributed to teachers each year by the guidance counselor with a list of factors that could determine a student's need for counseling) or parents and referred to the school counselor who determines the correct path to be taken for each student. Every student in our school attends a guidance class once every 6 days. These classes focus on character education, bullying, social skills and many other topics. This process is evaluated yearly using the counselors portfolio and by surveys every two years with all stakeholders. Other needs are addressed through a full time speech pathologist, occupational and/or physical therapists, and/or a 504 plan.

Indicator 4.7: A strength of our school is working with students requiring special education services. Our four special education teachers, along with the school psychologist and support personnel, make sure that IEPs are renewed annually, re-certified tri-annually, and that a team meets to develop educational goals. Performance is measured regularly with STAR Reading and Math, MAP, and TCAP scores. Progress reports are sent home with every 9-week report card.

Career planning is another strength. Career awareness and education are a part of guidance lessons in all grade levels. Middle schoolers complete interest surveys, work on career projects, and 8th graders take the Explore test. All IEPs have a career section, an interest survey and a transition plan. We will expand on this with a Personal Graduation Plan for 8th grade this year.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.2

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Survey results 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> •Survey results •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Documentation of attendance and training related to data use •Survey results •Training materials specific to the evaluation, interpretation, and use of data 	Level 2

Accreditation Report

York Elementary

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none">•Agendas, minutes of meetings related to analysis of data•Evidence of student readiness for the next level•Evidence of student growth	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups.	<ul style="list-style-type: none">•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

York Elementary has shown great improvement in the collection and use of data over the last five years which has led to many areas of strength. The implementation process for generating data and improving student learning includes multiple assessment measures across the different levels of education within the school. The evidence of these multiple assessments are included in an attached section to this document.

One area of strength that is demonstrated through the data that is collected is the school personnel maintains and uses an assessment system that is systematic. The district and state provide guidelines for when and how achievement tests are administered. The RTI² model ensures that students at-risk are monitored at least bi-weekly to see if current intervention methods are working. Pacing guides have been created so that classroom assessments are given on a regular basis. Finally, data is also collected and analyzed through the School-wide Positive Behavior program.

The process that this data is obtained from is collected in a systematic manner from the beginning of the school year for each student. The continuous collection of this data is built upon from year to year as the students progress from grade level to grade level. As the data is collected from these multiple assessments, the system compares and analyzes the data while observing any trends that the data has revealed. Power Points are created for the achievement tests that show the current year data, a five-year comparison by grade level and subject, and tracking of a cohort of students by subject. Teachers also work with the instructional coach to drill down the results of achievement tests to identify areas of strength and weakness for all students. Teachers and paraprofessionals track the results of the universal screener by listing all students on decile charts and then highlighting changes of deciles on the winter and spring tests.

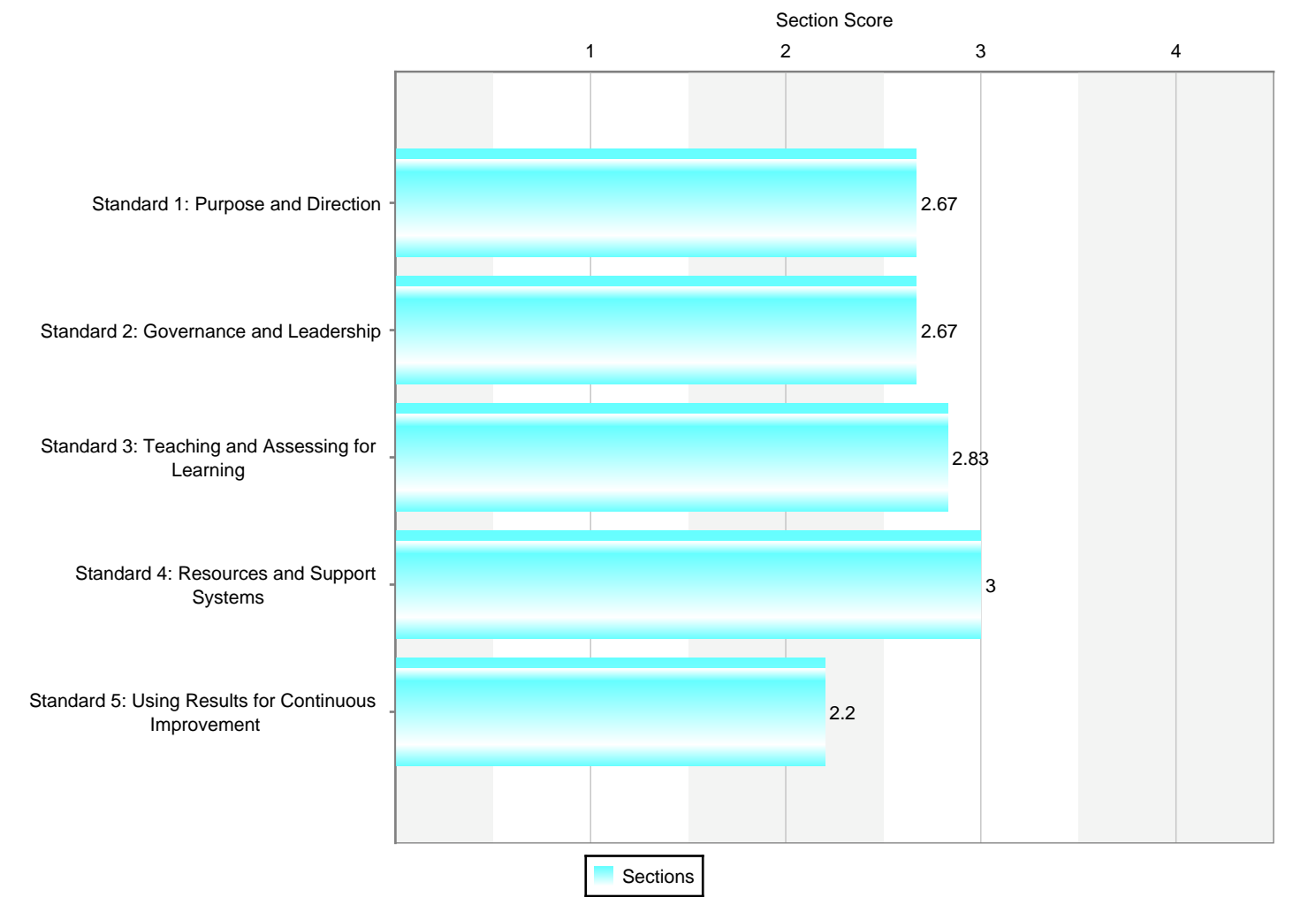
Another area of strength that is demonstrated through the data that is collected is school personnel uses data to design, implement, and evaluate continuous improvement plans to improve student learning. Teachers meet in weekly PLCs to examine the data and reflect on student performance and progress. The principal or assistant principal will attend this PLC once a month. Teachers also meet monthly with the instructional coach for data analysis and training and have the opportunity to meet with the district data specialist to answer any questions they may have. This creates a process for analyzing data that determine verifiable improvements in student learning.

The team has also identified areas that could show improvement. The student assessment system generally provides consistent measurement across classrooms and courses but more needs to be done to ensure this is consistently happening in all classrooms and courses. The system is evaluated for effectiveness in improving instruction, student learning and the conditions that support learning but evidence could not be found that this was occurring regularly and/or systematically.

Finally, a very high percentage of the professional and support staff members are regularly and systematically assessed and trained on collecting and using data but there was not enough evidence to say that all of the staff had be trained. The team feels that York Elementary has a very strong process for analyzing data that determine improvement in student learning, including readiness for and success at the next level; however, while some measurements have very strong policies and procedures, evidence could not be found of this occurring for all measurements.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Feedback Data Doc

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

Grades K-2: My school has books for me to read; My teacher wants me to do my best and to learn.

Grades 3-5: My principal and teachers want every student to learn and want me to do my best work.

My teachers tell me how I should behave and do my work, has computers to help me learn, and helps me be ready for the next grade as well as the future; teachers provide me with information about my learning and grades. What students like most about the school are the teachers, learning, being with their friends and using computers.

Grades 6-8: The principal and teachers have high expectations of me; teachers work together to improve student learning; expectations are clearly explained to me and my family;

Students like teachers who are friendly, open to change, and who try their hardest to help them. They like their friends, recess, learning, after school programs, and after school programs. They feel safe and like the positive behavior program.

Parents: Our school's purpose statement is clearly focused on student success. Teachers are friendly and helpful and have high expectations for all students. Like our communication system that includes email, phone calls, text messages, etc. Safe and secure environment and feels like the staff works as a team and work to develop a relationship with the students.

Staff: Our school provides protected instructional time.

Our school has a continuous improvement process based on data, goals, actions, and measures for growth. Our staff likes the school climate and how well we work together as a team. They like who they work with, the friendly environment, and the supportive administration.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Students and faculty are increasingly more satisfied with the school environment and higher level of expectations. An increasing number of parents are satisfied with how they are kept informed about their child's progress and school activities.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

As noted from previous surveys, open house forums, and advisory board meetings, parents are appreciative of automated text and phone messages and weekly homework folders.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Grades K-2: My family likes to come to my school.

Grades 3-5: Many students at this age don't think or they don't know if their teacher asks his/her family to come to school activities. Another area of low satisfaction is school safety and cleanliness.

My principal and teachers ask me what I think about school. Students express a dislike for those who bully and curse, dirty bathrooms, lunch food, and lack of updated playground equipment. Their suggestions to improve include cleaning, getting rid of bullies, and purchasing new playground equipment.

Grades 6-8: Lowest levels of satisfaction or approval include student respect to the property of others; students helping each other even if they are not friends; considering of students' opinions when planning ways to improve the school and the sharing of information about school successes with family and community members.

Students greatest dislikes include kids who mistreat others, lack of free time or art class, long classes, writing assessments, tests, Tier II, and dirty bathrooms. They do not like that some kids seem to be treated better than others. Suggestions for improvement include offering art class, more free time, improvements to the bathrooms and the playground for older kids, and making the entire school look newer and nicer. They would like more/better food at lunch and to be taught in a creative, hands-on way.

Parents: Not happy with parking or the fact that the school building is old and not as clean as they would like for it to be. They do not feel that there is enough encouragement for volunteers or for parent involvement and they dislike SPED inclusion and the CCSS. They dislike the various costs associated with school and would like to see a tougher response to bullying.

Suggestions: Parents would like to be notified of events or changes in a more timely manner. They would like progress reports mailed to the home and more communication by email, especially for those who work nights. Parents would like to see frequent updates on the school website, the purchase of iPads for students, and a revision to the parking lot.

Staff: All school personnel regularly engage families in their children's learning progress; provides opportunities for students to participate in activities that interest them. Dislikes include: outdated building, lack of cleanliness, slow feedback, strict instructional guidelines / pacing guides set by the district, insufficient involvement of parents, too much testing, implementation of CCSS along with SPIs, and the way the district makes them feel inadequate or insults their intelligence. Suggestions include: a more open collaboration of teachers and administrators, giving the building a "face lift", encouraging the entire staff to be more positive (especially in front of the students), less testing, purchasing additional Smart boards for classrooms, and establish grade level mentors.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Dissatisfaction parking situation, bullying, cleanliness of the school, parent communication, and the food in the lunchroom

What are the implications for these stakeholder perceptions?

Our school is 34 years old and is difficult to maintain. The cafeteria is in compliance with strict federal regulations, therefore there is little we can do about the dissatisfaction with food.

A new parking area was installed in the back of the school a few years ago and traffic flow is better than it has been in the past. We will
SY 2014-2015

continue to find better solutions along with the funding to have improvements completed.

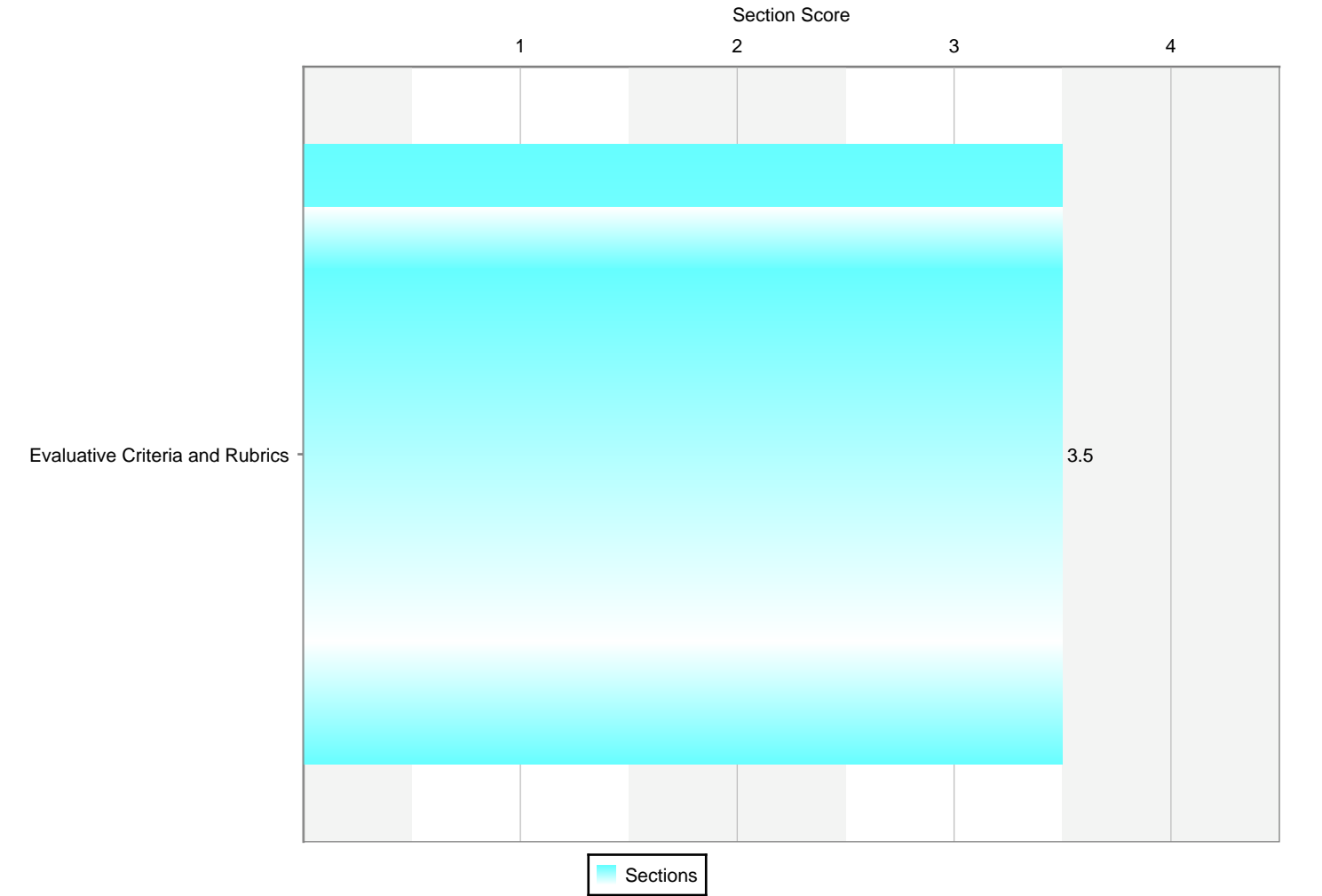
In regards to problems with bullying, a hotline was implemented two years ago, our positive behavior support program has an anti-bullying component, and the guidance counselor teaches students how to handle bullying situations.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

As noted from previous surveys, open house forums, and advisory board meetings, parking and traffic flow has been a consistent concern.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	We prepare a Power Point yearly that tracks data for all years available by grade and subject. It also tracks a cohort of students by subject. After reviewing, we felt we had the information needed to complete the document on-line. A copy of this document is attached.	How to Use Data SAT 10 Gap 2014 Test Scores MAP data Data Doc

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Kindergarten, 1st, and 2nd grade reading with respective proficiencies of 77.2%, 64.8%, and 61.1% on the MAP universal screener. Third grade social studies scores are above the state and the system scores, averaging between the 80th and 90th percentiles.

Describe the area(s) that show a positive trend in performance.

1st Reading

1st Math

1st Language

2nd Reading

2nd Math

3rd grade social studies

4th grade RLA - although below the state average and not as high as in 2011

4th grade math

4th grade science and social studies- went from well below to slightly below and to above both state and system

8th grade social studies

Which area(s) indicate the overall highest performance?

3rd Science and Social Studies

4th Social Studies - although there was a drop in 2012 and 2013 this was with a mid-year retirement and new teacher placed there.

6th Grade Math - although the students are below the system and state average the last two years, the increased proficiency in the individual cohort of students is very high.

Which subgroup(s) show a trend toward increasing performance?

York Elementary has seen an increased performance in the white and ED subgroups in science and social studies. SWD has seen an increase in performance in social studies.

Between which subgroups is the achievement gap closing?

York Elementary has seen a closing gap in ED RLA.

Which of the above reported findings are consistent with findings from other data sources?

The MAP universal screener showed a significant increase in the percentage of students scoring at or above the 50th percentile in 4th grade Math. Significant increases were seen in 1st and 2nd grade reading.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

3rd grade RLA is significantly below the state, however the proficiencies have been consistently above the system average.

4th grade RLA is below the state and system average for the past three years.

4th grade math has been significantly below the state average for the past five years.

5th grade RLA is significantly below the state and the system averages for the past three years.

5th grade math has been significantly below the state and system averages for the past five years, however we were the lowest school in the system only one of the five years.

5th grade science has been significantly below the state and system averages for the past four years.

6th grade RLA has been significantly below the state and the system averages for the past five years and have been the lowest scoring school as well.

6th grade science has been consistently below the state and system averages for the past five years with the lowest score of the system four out of the five years.

7th grade RLA has been below the state and at or below the system average for the last five years.

7th grade math has been below the state average the last two years

8th grade RLA has been below the state and system averages for the last five years.

8th grade science has been below the state and system averages for the last five years, as well as the lowest score of the system four out of the five years.

Describe the area(s) that show a negative trend in performance.

5th grade RLA has shown a significant drop in proficiency over the last four years.

5th grade social studies has significantly declined over the past three years.

Which area(s) indicate the overall lowest performance?

5th RLA

5th math

5th science

5th social studies

6th RLA

6th science

8th science

Which subgroup(s) show a trend toward decreasing performance?

The subgroups that showed slight decreasing performances were white, SWD, and ED. The white and SWD subgroups saw decreasing performances in both Math and RLA. The ED subgroup saw decreasing performance in Math. All of these subgroups increased or maintained the proficiency in 2011 and 2012 but have dropped the last two years. The system has fully implemented the Common Core standards the last two years and not all of the state standards are met, which may have led to the decreased performance. All of these subgroups increased or maintained proficiency in science and social studies.

Between which subgroups is the achievement gap becoming greater?

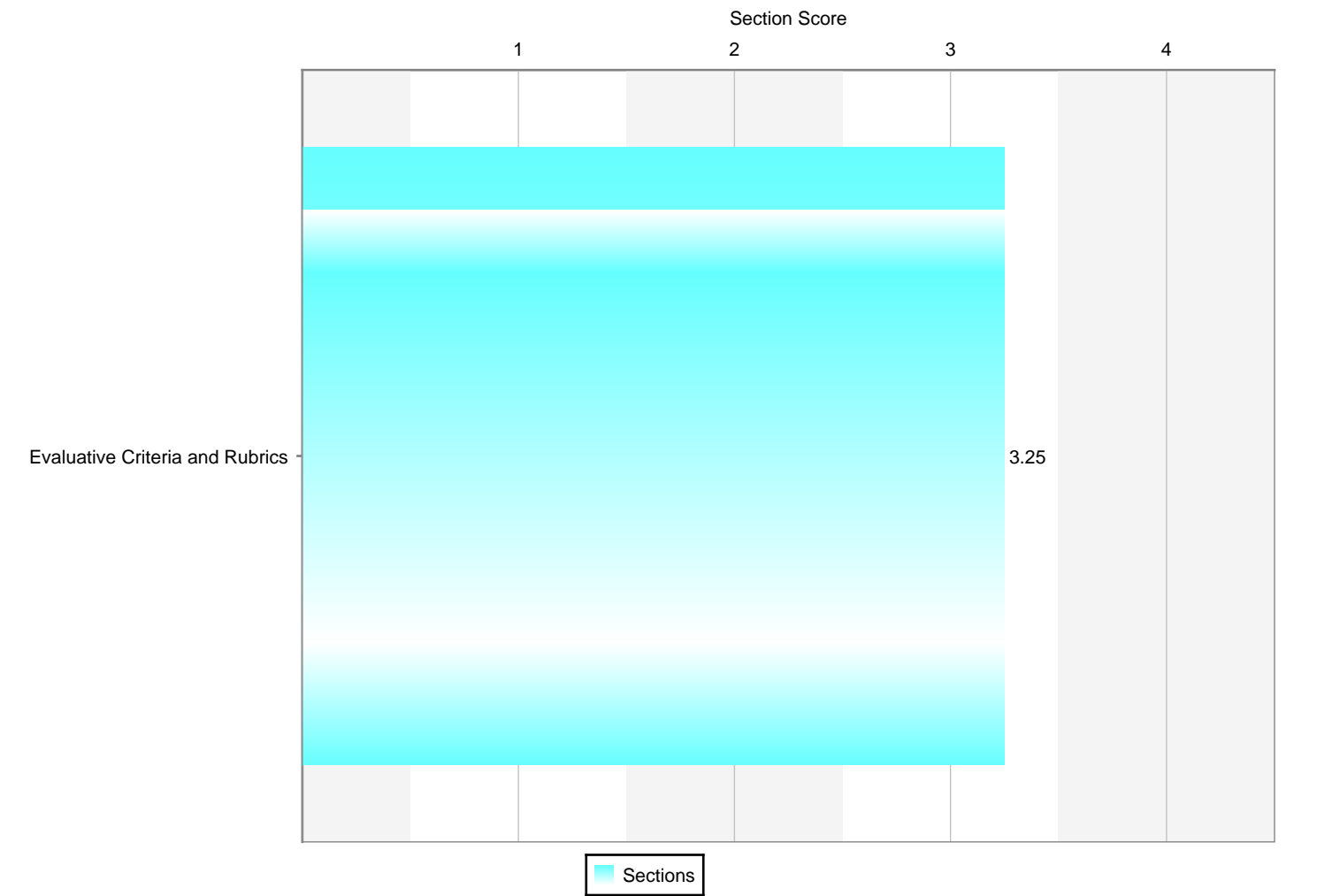
There has been an increase between SWD v. non-SWD in both Math and RLA; however, it is hard to make a true determination about this gap. In 2012 and 2013, Fentress County administered a modified achievement test (MAAS) to many of its SWD students. York Elementary, with a large SWD population gave many of these tests. Students who scored proficient on both Math and RLA were not allowed to take the modified test the next year. When taking the regular TCAP, many of the SWD would fall back to basic increasing the gap. The decision was made to phase out the use of the MAAS test. In 2014, only one student took the modified test and the gap increased again. In 2015, it will be easier to truly analyze if this gap is improving or not when all students are taking the same test.

Which of the above reported findings are consistent with findings from other data sources?

York Elementary administered the MAP test as a universal screener in Reading and Math for the first time during the 2013-14 school year. The results of this test show a decrease in the number of students scoring at or above the 50th percentile decreasing in 5th grade Reading from the fall to spring test.

Report Summary

Scores By Section



AdvancED Assurances

Introduction

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

AdvancED Assurances

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	<p>The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to:</p> <ul style="list-style-type: none"> - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities 	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes		

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes		

School Improvement Plan

Overview

Plan Name

School Improvement Plan

Plan Description

Our goals are to increase proficiency in reading and math as well as to increase parental involvement.

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	York Elementary students (all subgroups) will increase proficiency in math.	Objectives: 1 Strategies: 4 Activities: 9	Academic	\$7400
2	York Elementary students (all subgroups) will increase proficiency in reading/language arts.	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$2400
3	There will be an increase in parental involvement.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: York Elementary students (all subgroups) will increase proficiency in math.

Measurable Objective 1:

42% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency of advanced or proficient in Mathematics by 05/22/2015 as measured by State TCAP Test .

Strategy 1:

Highly Structured Routines & Expectations - Students will receive research based instruction in the classroom and then further identified for placement in an appropriate Tier group by using MAP and/or STAR data. Tier class periods are carefully scheduled and strictly protected. A positive behavior support program will be followed to reinforce expected behaviors and structured routines throughout the school day. Positive behaviors and set routines will benefit instructional times in the classroom as well as lost time during transitions.

Research Cited: Barrett, S., Bradshaw, C., & Lewis-Palmer, T. (2008). Maryland state-wide PBIS initiative. Journal of Positive Behavior Interventions, 10, 1005-114.
Burns, M. K., & Gibbons, K. (2008). Response to intervention implementation in elementary and secondary schools: Procedures to assure scientific-based practices. New York: Routledge.

Benedict, E., Horner, R.H., & Squires, J. (in press). Assessment and implementation of Positive Behavior Support in preschools. Topics in Early Childhood Special Education.

Activity - RTI ² Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training to adequately implement Response to Instruction & Intervention.	Professional Learning	08/05/2014	10/01/2014	\$0	District Funding	Mr. Steven Smith, Vice Principal - RTI ² Chair

Activity - Monitor Implementation of RTI ²	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor and adjust the implementation of the instructional strategies and appropriate placement of students through walk through and bi-monthly teacher reports and summative assessments.	Academic Support Program	08/25/2014	05/08/2015	\$0	District Funding	Mr. Steven Smith, Vice Principal - RTI ² Chair

Activity - Reading Mastery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A teacher led highly structured scripted program to improve student reading fluency and comprehension through 8th grade.	Academic Support Program	09/03/2014	05/08/2015	\$0	District Funding	Mr. Steven Smith, Vice Principal - RTI Chair

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Activity - Positive Behavior Intervention and Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A program with highly structured behavior expectations and a reward system for following expectations.	Behavioral Support Program	08/15/2014	05/22/2015	\$2000	Other	Mrs. Joy Frazier, Behavior Specialist

Strategy 2:

Supplemental Software and Programs - Students will attend a computer lab at least two times during a six day rotation to supplement math and RLA with software such as Compass Learning, IXL, and Accelerated Math.

Activity - Accelerated Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accelerated Math will be utilized to individualize and target math skills with grades 3 - 8 tier and enrichment classes.	Academic Support Program	09/22/2014	05/08/2015	\$3000	Other	Wendy Bradfield, School Math Interventionist and Technology coordinator

Activity - Compass Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An early morning computer lab will be available for students before 8 am requiring extra assistance with math. Compass Learning Odyssey software will be utilized. Learning paths are created within the software reflecting MAP scores.	Academic Support Program	08/18/2014	05/18/2015	\$0	No Funding Required	Mr. John Cargile, Principal and Ms. Becky Garrett, Lab instructor

Activity - IXL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize IXL during encore lab classes and/or Tier classes.	Academic Support Program	08/18/2014	05/22/2015	\$2400	Title I School Improvement (ISI)	Wendy Bradfield, Technology and Title I Coordinator

Strategy 3:

Data Analysis - All teachers will keep current data binders of all students that they serve. Teachers will analyze a variety of formative and summative test scores to determine an appropriate action plan and goals for improvement for themselves as well as for each individual student.

Research Cited: Cowan, D. (2009). Creating a community of professional learners: An inside view. SEDL Letter, 21(1), 20–25.

Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of

Education.

Jacobson, D. (2010). Coherent instructional improvement and PLCs. Is it possible to do both? Phi Delta Kappan, 91(6), 38–45.

Tobia, E. (2007). The Professional Teaching and Learning Cycle: Implementing a standards-based approach to professional development. SEDL Letter, 19(1), 11–15.

Wayman, J. C. (2005). Involving teachers in data-driven decision-making: Using computer data systems to support teacher inquiry and reflection. Journal of Education for Students Placed at Risk, 10(3), 295–308.

Wayman, J. C., Cho, V., & Johnston, M. T. (2007). The data-informed district: A district-wide evaluation of data use in the Natrona County School District. Austin, TX: The University of Texas.

Wohlstetter, P., Datnow, A., & Park, V. (2008). Creating a system for data-driven decision-making: Applying the principal-agent framework. School Effectiveness and School Improvement, 19(3), 239–259.

Activity - Student Data Journals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will keep a data journal of individual scores from formative and summative assessments each year. They will use the data to create goals for themselves.	Other	08/12/2014	05/15/2015	\$0	No Funding Required	Mrs. Gyla Young, Instructional Coach

Strategy 4:

Professional Learning Community - Teachers within common grade levels will engage in face-to-face collaboration each week with a shared vision and practice and a focus on inquiry and improvement building. They will engage in reflective conversations and exhibit mutual support for each other with the clear purpose of affecting professional practice and improving student achievement.

Research Cited: Marzano, R. (2003). What works in schools: Translating research into action. Alexandria, VA: ASCD. Annenberg Institute for School Reform (AISR). (no date). Professional learning communities: Professional development strategies that improve instruction. Providence, RI: Author. Beyond the Book (no date).

Professional learning communities boost math scores. Retrieved August 5, 2008, from http://www.beyond-the-book.com/successstories/success_053106.html

Activity - Weekly Agenda Minutes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will document the focus of each meeting using a common form. They will use the following questions to guide the meeting: What do we want each student to learn? How will we know when each student has learned it? How will we respond when a student experiences difficulty in learning? How will we enrich/extend learning for students who have learned / mastered standards?	Professional Learning	08/21/2014	05/21/2015	\$0	No Funding Required	Mrs. Gyla Young, Instructional Coach

Goal 2: York Elementary students (all subgroups) will increase proficiency in reading/language arts.

Measurable Objective 1:

A 15% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency language arts in Reading by 05/08/2015 as measured by TCAP.

Strategy 1:

Highly Structured Routines & Expectations - Students will receive research based instruction in the classroom and then further identified for placement in an appropriate Tier group by using MAP and/or STAR data. Tier class periods are carefully scheduled and strictly protected. A positive behavior support program will be followed to reinforce expected behaviors and structured routines throughout the school day. Positive behaviors and set routines will benefit instructional times in the classroom as well as lost time during transitions.

Research Cited: Burns, M. K., & Gibbons, K. (2008). Response to intervention implementation in elementary and secondary schools: Procedures to assure scientific-based practices. New York: Routledge.

Activity - Reading Mastery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A teacher led highly structured scripted program to improve student reading fluency and comprehension through 8th grade.	Direct Instruction	09/08/2014	05/01/2015	\$0	Title I Part A	Mr. Steven Smith, Vice Principal - RTI^2 Chair

Activity - RTI^2 Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training to adequately implement Response to Instruction & Intervention.	Professional Learning	08/05/2014	09/05/2014	\$0	District Funding	Mr. Steven Smith, Vice Principal- RTI^2 Chair

Strategy 2:

Professional Learning Community - Teachers within common grade levels will engage in face-to-face collaboration each week with a shared vision and practice and a focus on inquiry and improvement building. They will engage in reflective conversations and exhibit mutual support for each other with the clear purpose of affecting professional practice and improving student achievement.

Research Cited: Marzano, R. (2003). What works in schools: Translating research into action. Alexandria, VA: ASCD.

Annenberg Institute for School Reform (AISR). (no date). Professional learning communities: Professional development strategies that improve instruction. Providence, RI: Author.

Beyond the Book (no date). Professional learning communities boost math scores. Retrieved August 5, 2008, from http://www.beyond-the-book.com/successstories/success_053106.html

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Activity - Weekly Agenda Minutes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will document the focus of each meeting using a common form. They will use the following questions to guide the meeting: What do we want each student to learn? How will we know when each student has learned it? How will we respond when a student experiences difficulty in learning? How will we enrich/extend learning for students who have learned / mastered standards?	Professional Learning	08/21/2014	05/21/2015	\$0	No Funding Required	Mrs. Gyla Young, Instructional Coach

Strategy 3:

Supplemental Software and Programs - Students will attend a computer lab at least two times during a six day rotation to supplement reading language arts with software such as Compass Learning and IXL.

Research Cited: <http://it.dadeschools.net/CompassLearning/ResearchBehindOdyssey.pdf>

Oregon Department of Education. (2009). Oregon's Statewide Assessment System Technical Report: Volume 6, Score Interpretation Guide. Retrieved on March 18, 2013, from

http://www.ode.state.or.us/teachlearn/testing/manuals/2008/asmttechmanualvol6_interpguide.pdf

Oregon Department of Education. (2007). Oregon's Statewide Assessment System Technical Report: Volume 4, Reliability and Validity. Retrieved on March 18, 2013, from

http://www.ode.state.or.us/teachlearn/testing/manuals/2007/asmttechmanualvol4_validity.pdf

Oregon Department of Education. (2012). 2011-2012 Conversion Tables: Scale Score to Percentile Rank. Retrieved on March 18, 2013, from

http://www.ode.state.or.us/wma/data/schoolanddistrict/testresults/2012/asmtconvpctiles_1112.xls

Oregon Department of Education. (2011). 2010-2011 Conversion Tables: Scale Score to Percentile Rank. Retrieved on March 18, 2013, from

http://www.ode.state.or.us/wma/data/schoolanddistrict/testresults/2011/asmtconvpctiles_1011.xls

Activity - Compass Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Compass Learning Odyssey software will be utilized as a teaching tool in the classroom as well as in computer lab classes. MAP paths are integrated into the software for each student after MAP testing.	Academic Support Program	08/18/2014	05/22/2015	\$0	District Funding	Mrs. Wendy Bradfield, Technology Coordinator

Activity - IXL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A subscription will be purchased for grades 3-5 for additional language arts instruction on the web-based software to be used during Tier class and / or lab classes.	Academic Support Program	08/15/2014	05/22/2015	\$2400	Other	Mrs. Wendy Bradfield, Technology Coordinator

Goal 3: There will be an increase in parental involvement.

Measurable Objective 1:

collaborate to increase parental involvement by 05/08/2015 as measured by number of parent volunteers and PTO participants.

Strategy 1:

Variety of Notification Techniques - Parents and community members will be notified of school news through a variety of media. Parents are encouraged to contact the school with requests for additional information.

- Emails
- Mailings
- Marquis
- Newspaper advertisements
- Notes sent home
- Parent contacts by the faculty and staff
- Phone call system
- School newspaper
- Texts

Activity - Skylert	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A newly upgraded automated message system will be utilized as needed throughout the school year. Messages are sent through this system by land line, cell, and email.	Parent Involvement	10/10/2014	05/22/2015	\$0	District Funding	Mr. Steven Smith, Vice Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Data Journals	Students will keep a data journal of individual scores from formative and summative assessments each year. They will use the data to create goals for themselves.	Other	08/12/2014	05/15/2015	\$0	Mrs. Gyla Young, Instructional Coach
Compass Learning	An early morning computer lab will be available for students before 8 am requiring extra assistance with math. Compass Learning Odyssey software will be utilized. Learning paths are created within the software reflecting MAP scores.	Academic Support Program	08/18/2014	05/18/2015	\$0	Mr. John Cargile, Principal and Ms. Becky Garrett, Lab instructor
Weekly Agenda Minutes	Teachers will document the focus of each meeting using a common form. They will use the following questions to guide the meeting: What do we want each student to learn? How will we know when each student has learned it? How will we respond when a student experiences difficulty in learning? How will we enrich/extend learning for students who have learned / mastered standards?	Professional Learning	08/21/2014	05/21/2015	\$0	Mrs. Gyla Young, Instructional Coach
Weekly Agenda Minutes	Teachers will document the focus of each meeting using a common form. They will use the following questions to guide the meeting: What do we want each student to learn? How will we know when each student has learned it? How will we respond when a student experiences difficulty in learning? How will we enrich/extend learning for students who have learned / mastered standards?	Professional Learning	08/21/2014	05/21/2015	\$0	Mrs. Gyla Young, Instructional Coach
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Skylert	A newly upgraded automated message system will be utilized as needed throughout the school year. Messages are sent through this system by land line, cell, and email.	Parent Involvement	10/10/2014	05/22/2015	\$0	Mr. Steven Smith, Vice Principal

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RTI^2 Training	Teachers will receive training to adequately implement Response to Instruction & Intervention.	Professional Learning	08/05/2014	09/05/2014	\$0	Mr. Steven Smith, Vice Principal- RTI^2 Chair
Reading Mastery	A teacher led highly structured scripted program to improve student reading fluency and comprehension through 8th grade.	Academic Support Program	09/03/2014	05/08/2015	\$0	Mr. Steven Smith, Vice Principal - RTI Chair
Compass Learning	Compass Learning Odyssey software will be utilized as a teaching tool in the classroom as well as in computer lab classes. MAP paths are integrated into the software for each student after MAP testing.	Academic Support Program	08/18/2014	05/22/2015	\$0	Mrs. Wendy Bradfield, Technology Coordinator
RTI^2 Training	Teachers will receive training to adequately implement Response to Instruction & Intervention.	Professional Learning	08/05/2014	10/01/2014	\$0	Mr. Steven Smith, Vice Principal - RTI^2 Chair
Monitor Implementation of RTI^2	Monitor and adjust the implementation of the instructional strategies and appropriate placement of students through walk through and bi-monthly teacher reports and summative assessments.	Academic Support Program	08/25/2014	05/08/2015	\$0	Mr. Steven Smith, Vice Principal - RTI^2 Chair
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Mastery	A teacher led highly structured scripted program to improve student reading fluency and comprehension through 8th grade.	Direct Instruction	09/08/2014	05/01/2015	\$0	Mr. Steven Smith, Vice Principal - RTI^2 Chair
Total					\$0	

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
IXL	Students will utilize IXL during encore lab classes and/or Tier classes.	Academic Support Program	08/18/2014	05/22/2015	\$2400	Wendy Bradfield, Technology and Title I Coordinator
Total					\$2400	

Other

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Positive Behavior Intervention and Support	A program with highly structured behavior expectations and a reward system for following expectations.	Behavioral Support Program	08/15/2014	05/22/2015	\$2000	Mrs. Joy Frazier, Behavior Specialist
IXL	A subscription will be purchased for grades 3-5 for additional language arts instruction on the web-based software to be used during Tier class and / or lab classes.	Academic Support Program	08/15/2014	05/22/2015	\$2400	Mrs. Wendy Bradfield, Technology Coordinator
Accelerated Math	Accelerated Math will be utilized to individualize and target math skills with grades 3 - 8 tier and enrichment classes.	Academic Support Program	09/22/2014	05/08/2015	\$3000	Wendy Bradfield, School Math Interventionist and Technology coordinator
Total					\$7400	